



New Media and ICT In the English Classroom

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Workshop Objectives

- To identify and share effective technology strategies
- To identify and share ways to use technology to enrich teaching and learning, and unleash creativity
- To build the confidence of teachers to tap into technology

*'If we teach today's
students as we taught
yesterday's, we rob them
of tomorrow'* John

Dewey,
1859-1952.

Considerations

Global skills required for the 21st century workforce:

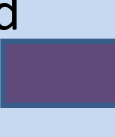
- Critical thinking
- Problem solving
- Innovation
- Collaboration
- Creativity
- Connectivism through technology

Global citizens



'21st Century education integrates technologies, engaging students in ways not previously possible, creating new learning and teaching possibilities, enhancing achievement and extending interactions with local and global communities' MCEETYA.

The Research

- Coyle and Colvin (1999): The brain is phenomenally plastic– *‘It’s not who you are, it’s what you do and where you do it.’*
 - Schools (Robinson, 2006) and educators (Malaguzzi, 1987) kill creativity.
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 - Barab et al (2001), Shaffer (2006) and Gee (2007) creating using technology encourages students to be creative, autonomous, and cognitively flexible risk takers.
 - Westwell (2009): Creativity flourishes when connected to what is already known.
 - Wiggins and McTighe (2006), Hattie (2003) & Dinham (2008): Correlation between quality assessment and improved learning outcomes.
- 

- ❖ Create a positive learning environment for creativity, critical thinking, problem–solving and risk-taking
- ❖ Conceptual programming: Build the field
- ❖ Interplay of quality assessment *for, of, as* and *through* learning
- ❖ Provide quality feedforward

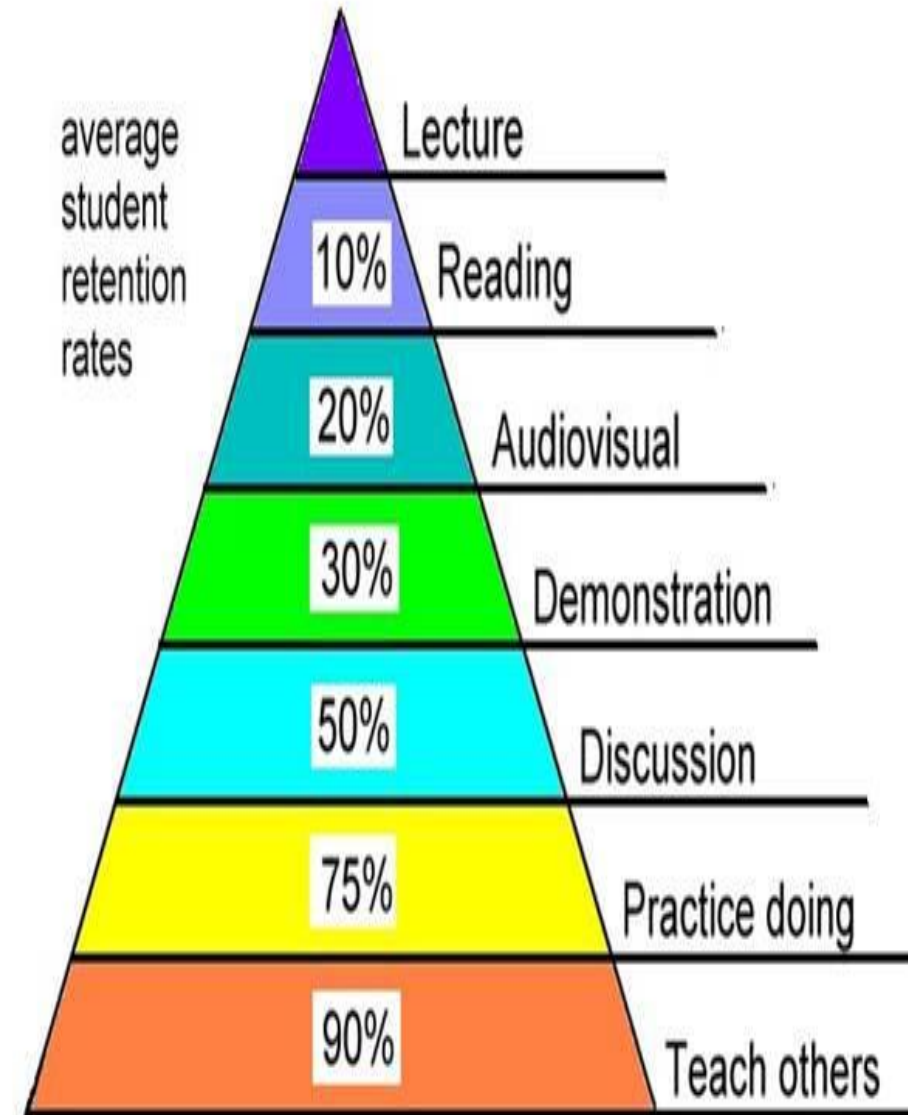
21st Century Pedagogy - Connectivism

- Capacity to know more is more critical than what is currently known.
- Teachers are no longer the source of all information.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Learning is a process of sourcing, sifting, connecting, synthesising and applying information sources.
- Learning and knowledge rests in diversity of opinions.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.

Higher-order Tasks

- Problem solving
- Creativity
- Critical thinking
- Investigation
- Collaborating and sharing
- Teaching others
- Evaluating and reflecting

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Australian Curriculum Goals

- **Goal 1:**
 - Australian schooling promotes equity and excellence: promote personalised learning that aims to fulfill the diverse capabilities of each young Australian.
- **Goal 2:**
 - All young Australians become:
 - ❖ successful learners
 - ❖ confident and creative individuals
 - ❖ active and informed citizens



Learning first, then ICT

- What do I my students need to learn?
- Why does it matter?
- What do they already know?
- How will they demonstrate learning?
- How will they get there?
- How well do I expect them to do it?
- How will technology enrich the learning?

Enabler or a Liability?

Value

- How do you feel about technology?

Engage

- How do you feel about technology's propensity to enhance learning?

Create

- Do your students use technology in the classroom, and if so, how?

ICT & Learning

“Teach both Legacy and Future. If we’re smart, we’ll give our kids their heads to use all their technology and passion to learn, as we steer them in positive directions and truly enjoy the ride” Marc Prensky, 2008.



Why ICT in English?

- A significant, creative and engaging learning tool
- Inquiring
- Communicating
- Creating
- Collaborating
- Reflecting



Teaching Tools

- Engagement is critical to student motivation during the learning process. Stimulating visuals have the potential to engage your students.
- Visuals promote a student's ability to organise and process information (McKendrick & Bowden, 1999), and challenge students to think on levels that require higher order thinking skills (Smith & Blankinship, 2000). Learning objects.
- Create learning objects that can be re-used and adapted.
- Use YouTube clips and movie trailers to introduce concepts and new topics.
- Podcasts or audio texts of poetry, plays and prose enable students to hear the artistry!
- Insert word enables you to provide strategic feedforward.



Teaching Tools & Activities

- Power point or slideshows to introduce concepts
- <http://en.educaplay.com/en/index.php>: crosswords, games, etc
- Wikis: <http://davinci9english.wikispaces.com/>
- Edmodo: <http://www.edmodo.com/home>
- Wordpress: <http://karenygr.wordpress.com/2010/06/18/hsc-paper-2-presentations/>

Winds whipping up fresh snow, chilly winds sending shivers down your spine and the adrenaline rush as fly like a bullet down the mountain. As you reach the bottom you stare back up at the massive peak **which** you just descended in under a minute. **As you** stare back up at the mountain, the snow covering the cap of the mountain floats in the air and drifts back down earth like **sparkling** rain. **As it** hits the ground it is absorbed into the shining white layer that covers the rock **beneath**.

Comment [P1]: Not needed

Comment [P2]: Replace or delete

Comment [P3]: Replace with another adjective – too clichéd.

Comment [P4]: Replace – vary sentence beginnings

Comment [P5]: Effective use of sibilance

Comment [P6]: Fabulous

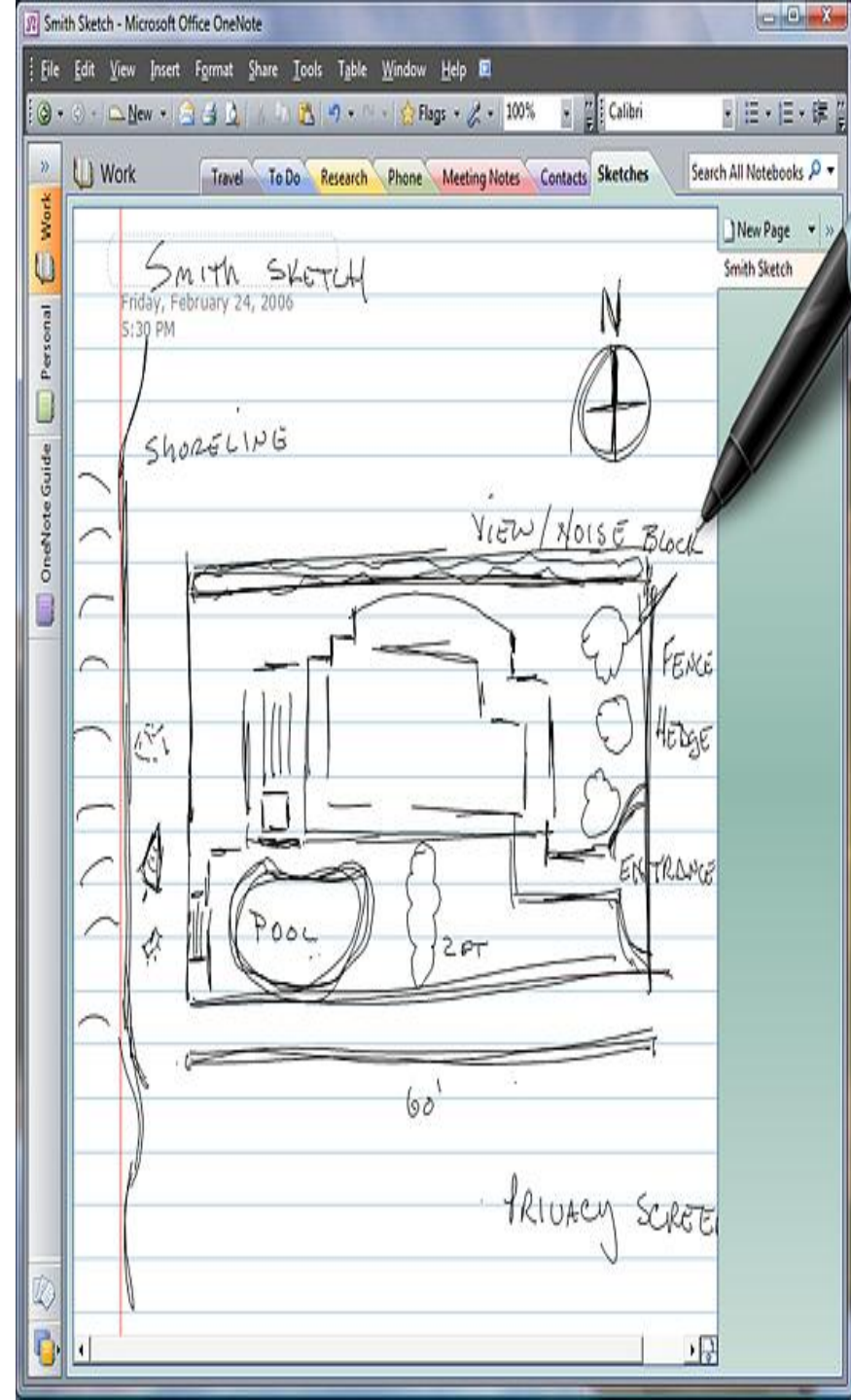
The chair lift sways as it climbs the majestic peak; your breath making larger clouds as the temperature becomes **colder**. Dismounting the chairlift, the view takes your breath away. The base is crowded

Teaching Tools & Activities

- **Prezis:** <http://prezi.com/>
- **Textual intervention:** Insert comments and track changes
- Podcasts or Vodcasts: Flip learning – Kahn Academy - <http://www.khanacademy.org/>
- <http://www.wordlearner.com/print.php> - crosswords, word searches...
- **Games:** <http://www.playkidsgames.com/>
- <http://www.toolsforeducators.com/> - fabulous online tools to develop English Language lessons

OneNote

- **Office OneNote 2007:** gather and organise text, pictures, digital handwriting, audio and video recordings, and more — all in one digital notebook
- Develop and track a unit of work:
 - a unit overview
 - individual lesson plans and lists of lesson resources
 - embedded resource files, worksheets and assessment tasks
 - links to internet and other resources
 - records of student assessments
 - Share work and peer mark



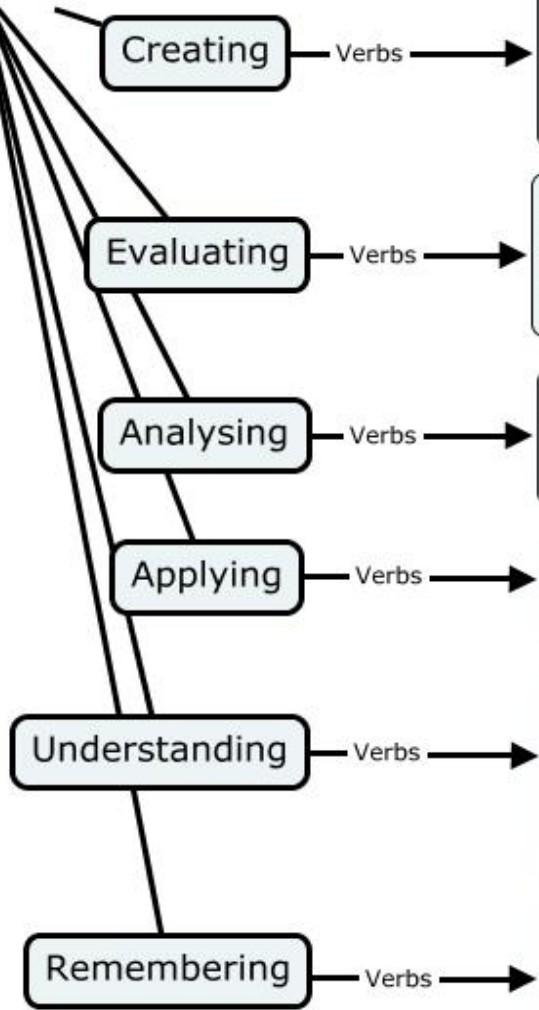
Creating and Producing

- Differentiate assessment
- Student choice
- Medium of production
- Fosters creativity and risk taking
- Collaboration
- Evaluation



Bloom's Digital Taxonomy

Key Terms



Creating

Verbs

Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Evaluating

Verbs

Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring, blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Analysing

Verbs

Comparing, organising, deconstructing Attributing, outlining, finding, structuring, integrating, mashing, linking, validating, reverse engineering, cracking, media clipping

Applying

Verbs

Implementing, carrying out, using, executing, running, loading, playing operating, hacking, uploading, sharing, editing

Understanding

Verbs

Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, Boolean searches, blog journaling, twittering, categorising, tagging, commenting, annotating subscribing.

Remembering

Verbs

Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding, bullet pointing, highlighting bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

HOTS Higher Order Thinking Skills

LOTS Lower Order Thinking Skills

COMMUNICATION SPECTRUM

Collaborating

Moderating

Negotiating

Debating

Commenting

Net meeting

Skyping

video conferencing

Reviewing

Questioning

Replying

Posting & Blogging

Networking

Contributing

Chatting

e-mailing

Twittering/Microblogging

Instant messaging

Texting



Writing and ICT

Writing Steps

Writing and Representing Skills and Strategies:

- Generation and selection of ideas for writing
- Development and organisation of ideas in writing
- Review, revision and editing of writing and representation
- Evaluating and reflecting



Improving Writing

To improve the quality of student writing:

- **Explicitly** and **systematically** teach the **structure** and **language** demands of the writing task
- Focus on the **sound, feel** and **power** of **words**
- Focus on **audience** and **purpose**
- Explicitly teach the **thinking** processes involved in writing
- Immerse students in **examples** and **exemplars** of the required style of writing
- **Model, scaffold** and jointly construct texts
- Use **guided** and **independent** practice
- Employ peer and self assessment and critical reflection
- ***Write with your students!***

ICT and Writing

- **Confidence:** The ideas and getting started
- **Inspiration:** Images, ideas, models and exemplars
- **Planning:** Graphic organisers to shape the ideas
- **Craft to artistry:** The writing process
- **Vocabulary:** Sophistication and originality
- **Refinement:** Self, peer and teacher editing
- **Collaboration and Reflection:** Joint constructions, self-evaluation and critical reflection



Writing & ICT

- Compose the following:
 - A 12-word story about your life
 - Is there a metaphor that captures your experiences?
 - What images would you use?
 - What song or music reflects you or your experiences?



Confidence

- Simple to super sentences!
- Glossary
- Ingredients: Master Chef narratives
- Telling stories: Story Circle (Hot Potato Story)
- Writing from experience and passion!



Confidence

- **Build your wild self:**
<http://www.buildyourwildself.com/>
- create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki:** <http://www.voki.com/> - create an avatar for a blog story or students can play with the crafting of a character. The students can add setting, clothing and even record their character's voice.
- **The Hero's Journey:**
<http://www.readwritethink.org/files/resources/interactives/herosjourney/> - planning for a hero's journey narrative and the elements of the hero's journey.
- **Create an Online Story:**
<http://storybird.com/create/>



Planning

- Graphic organisers
- A word cloud to brainstorm ideas using:
 - **Wordle:**
<http://www.wordle.net/>
 - **Taxedo:**
<http://www.tagxedo.com/>



Generation and Selection of Ideas



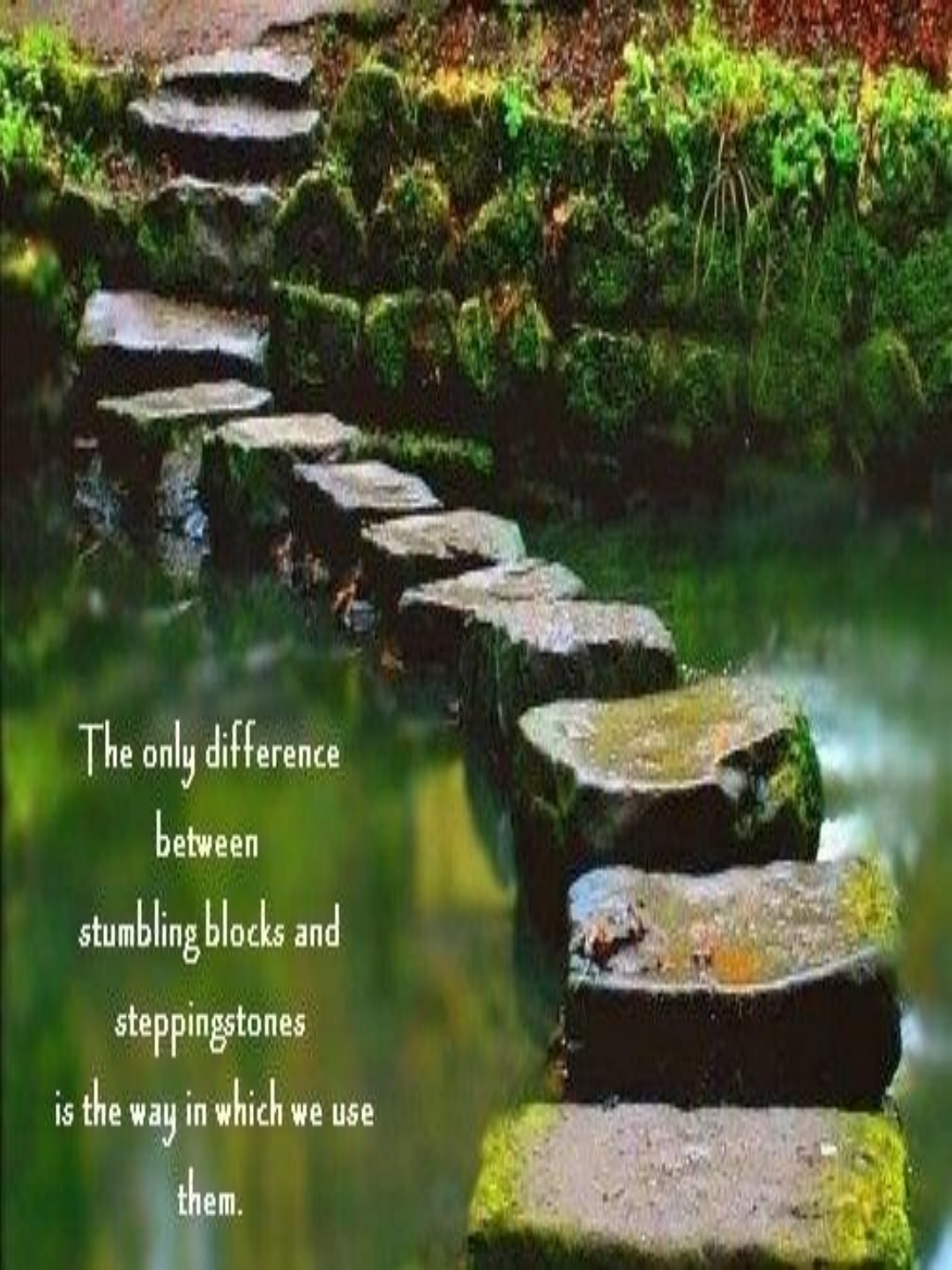
IMAGINATION

"Keep your eyes on the stars, and your feet on the ground."

—Theodore Roosevelt

Ideas

- Sharing rich and engaging texts with the students.
- Sentence of the week: A different purpose each week.
- Listening to audio recordings and delighting in the use of language.



The only difference
between
stumbling blocks and
steppingstones
is the way in which we use
them.

Ideas

- Mystery Bag:
Using different
objects to spark
ideas
- [Through my
window](#)
- World through the
eyes of a small
creature



An easterly wind spikes out across the broad lagoon flattening the sea and running rashes across it in cold gusts. Under the sun the water shows its mottling of deeps and shallows, black and turquoise, reef and sand, dark and light, its coming and its going. The blunted swell butts against the barrier reef in feeble lines that lie down before the wind. Way out, the horizon looks like a rip saw. At first glimpse of the Indian Ocean I stop running and feel the relief unwinding in my chest, in my neck and shoulders. Dinghies twist against their moorings. Gulls scatter before the blur of my insane kelpie. Two days off the plane, I am finally home.
(Tim Winton)

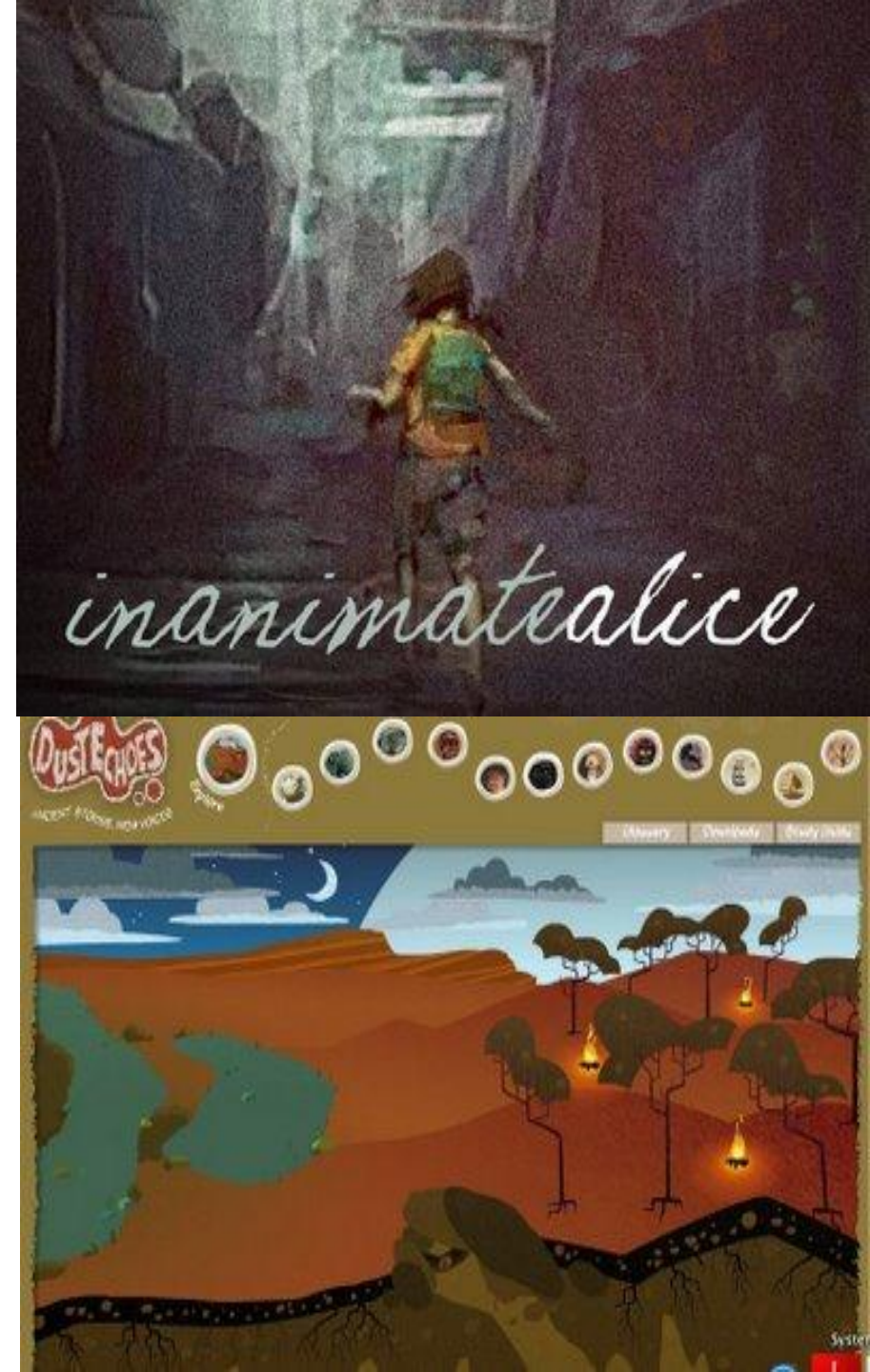
Inspiration

- Listening precedes speaking and reading precedes writing.
- Audio books, podcasts
- Extracts://www.randomhouse.co.uk/
- <http://www.myplace.edu.au/default.asp>
- Asia Education:
<http://www.asiaeducation.edu.au/default.asp>



Inspiration

- **Inanimate Alice:**
<http://www.inanimatealice.com/>
- tells the story of Alice, a young girl growing up in the first half of the 21st century in China
- **Dust Echoes:**
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations beautifully illustrated of Aboriginal myths.
- **State Library of Victoria: Mirror of the World: Books and Ideas:**
<http://www.mirroroftheworld.com.au/> - amazing images and extracts from texts to inspire writing.
- <http://www.magickeys.com/books/>: A plethora of multimedia stories for all ages.



Imagery

- Focus on imagery through visual images or film clips
- Video clips from Youtube or films: the trailers of films or a short clip from **Australian Screen or Film Australia**: can be used to stimulate writing - Australian Screen: film clips: <http://aso.gov.au/titles/alpha/A/>

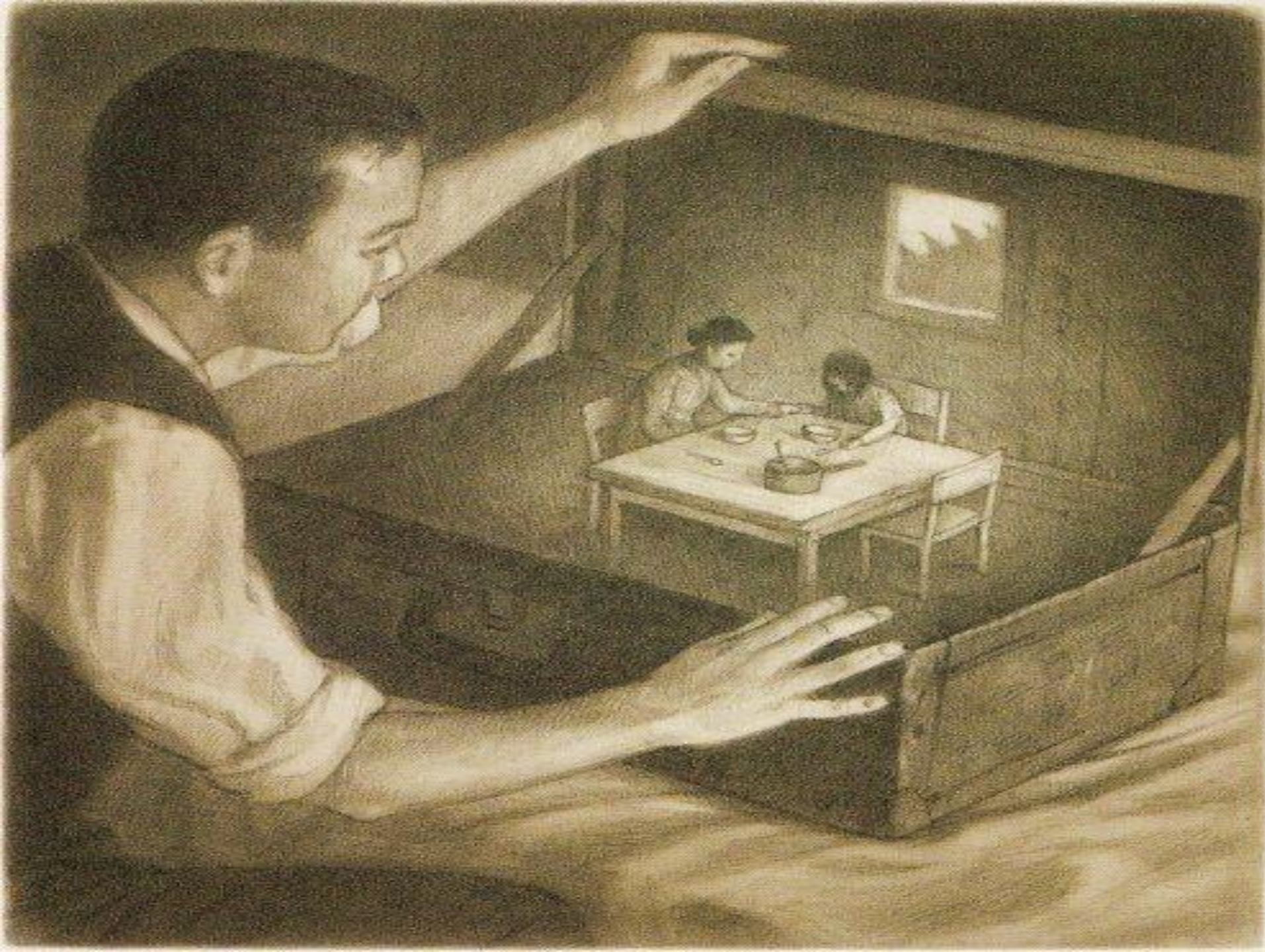




[Fractured Fairy Tale](#)

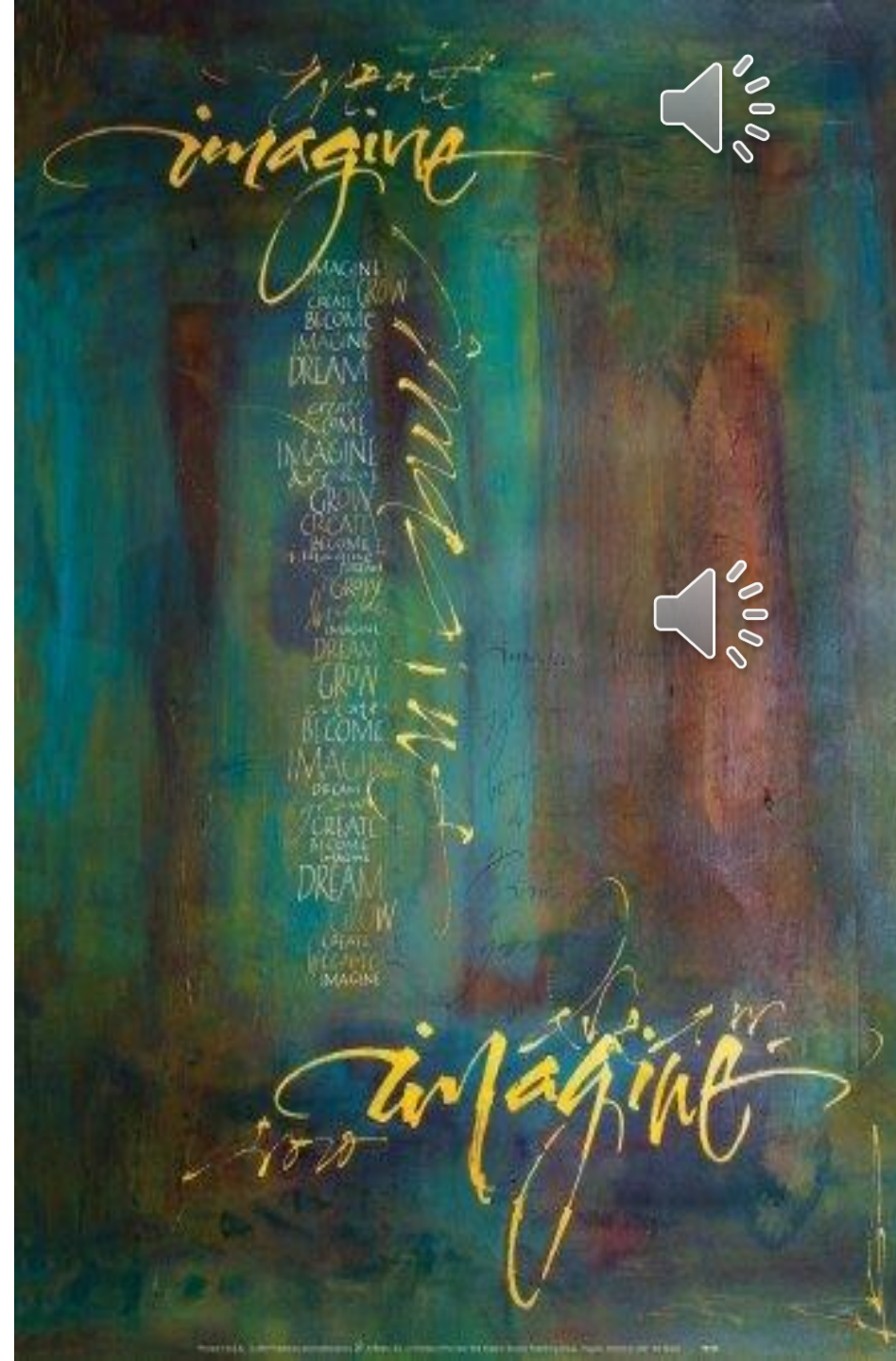






Music to Inspire

- Students close their eyes and listen to the music
- They write down as many words as they can to describe what they hear and how they feel.
- They then eliminate words and begin to shape a poem or a narrative.



Films to Inspire

- Movie Trailers
- [Vancouver Film School](#)
- [YouTube clips](#)
- Movie Posters
- Australian Screen:
<http://aso.gov.au/titles/alpha/A/>



Ideas

- Where does it take them?
- What do they see and hear?
- What surrounds them?
- Describe their emotional response?



Writing & ICT



- Your 12-word life story
- Is this the right metaphor that captures your experiences?
- What images would you use?
- What song or music reflects you or your experiences?



Drama

■ Props:

- A roll of Aluminium Foil: Can be moulded into pieces of jewellery, armour, or can turn someone into a robot.
- Several pairs of Sunglasses and Eyeglasses- A pair of glasses will help an actor get into character more easily, and will also cause one to gesture more meaningfully if he is holding it.
- A Mirror- It could be used for writing a story about alter egos or a journey to another place.
- Puppets
- Hats- e.g., a bowler, a beret, a beanie with a spinner on top, a big floppy lady's hat, and a fedora.



Drama

- A piece of fabric: ‘What could this piece of fabric be?’
 - Superman cape
 - Magic carpet
 - Flag
 - Picnic blanket
 - Dog’s leash
 - Invisible cloak
 - Magician’s cloak



Craft

- Focussing on the sound, look and feel of the words...record writing and really listen!
- **Senses:**
 - **Sound:** Euphony, discordance...the vowels and consonants
 - **Sight:** Figurative devices
 - **Feeling:** Nuances



Craft

- **Spotlighting:** the word and sentence level
 - Lexical density
 - Vocabulary
 - Grammar
- **Structure:**
 - Purpose and audience
 - Form
 - Syntax and paragraphing
 - Framing devices

*"You can't depend on your eyes
if your imagination is out of focus."*

Mark Twain



Craft

- **Sentence imitation:** Match the shape and word order of original sentences.
- **Skeleton stories:** Add ingredients
- **Image palette:** Provide a list of prepositional phrases and subordinate clauses
- **Cumulative sentences:** Independent clause that can be placed anywhere in a sentence and its accumulated modifiers
- **Phrase writing activities:** Describing family, self or friends using prepositional, appositive, gerund and participle phrases.



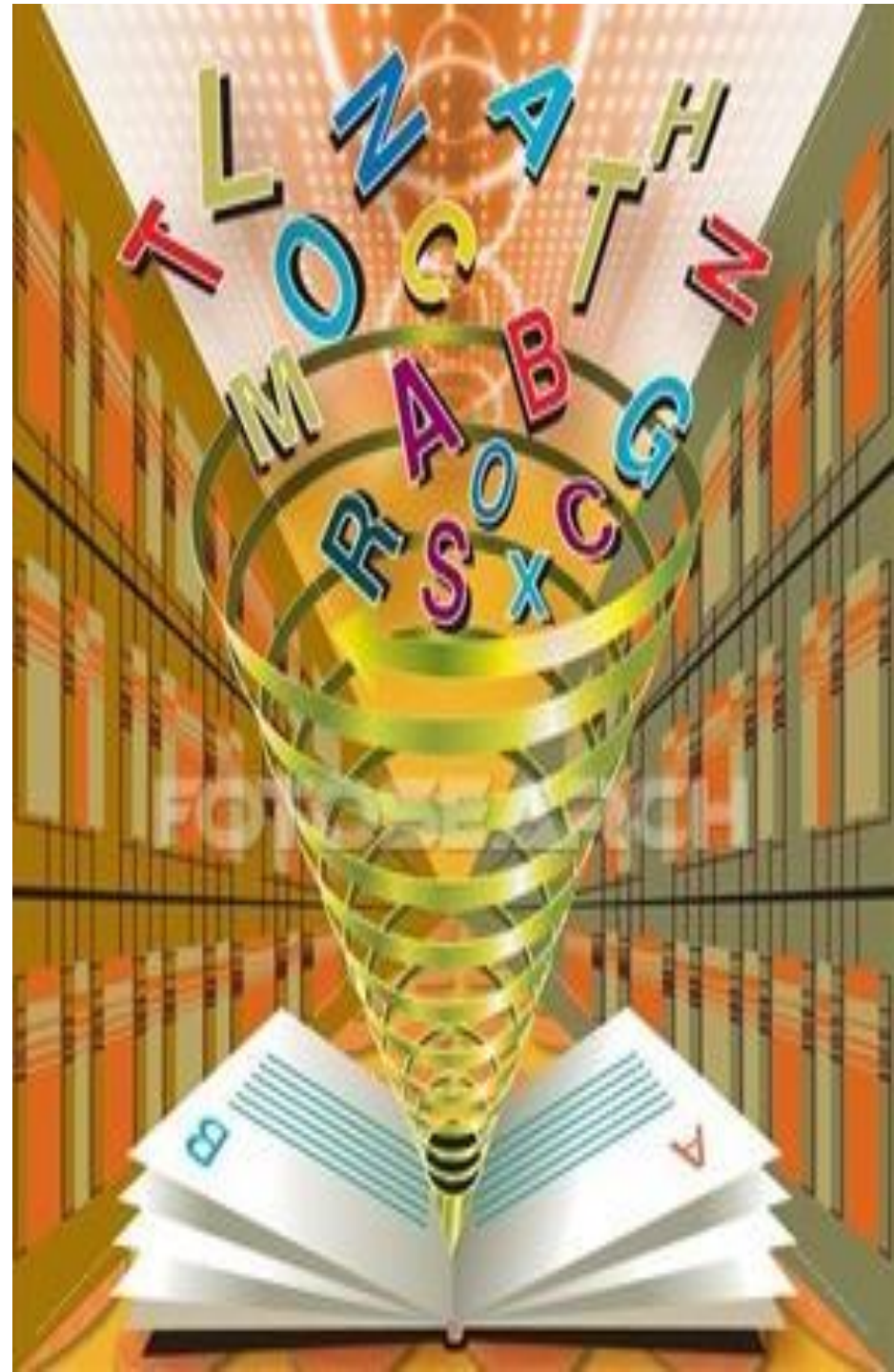
Vocabulary

- Range & precision of language choices
- Verbs are the powerhouse of writing
- Effective figurative and sound devices
- Colourful adverbs and adjectives
- Symbolism



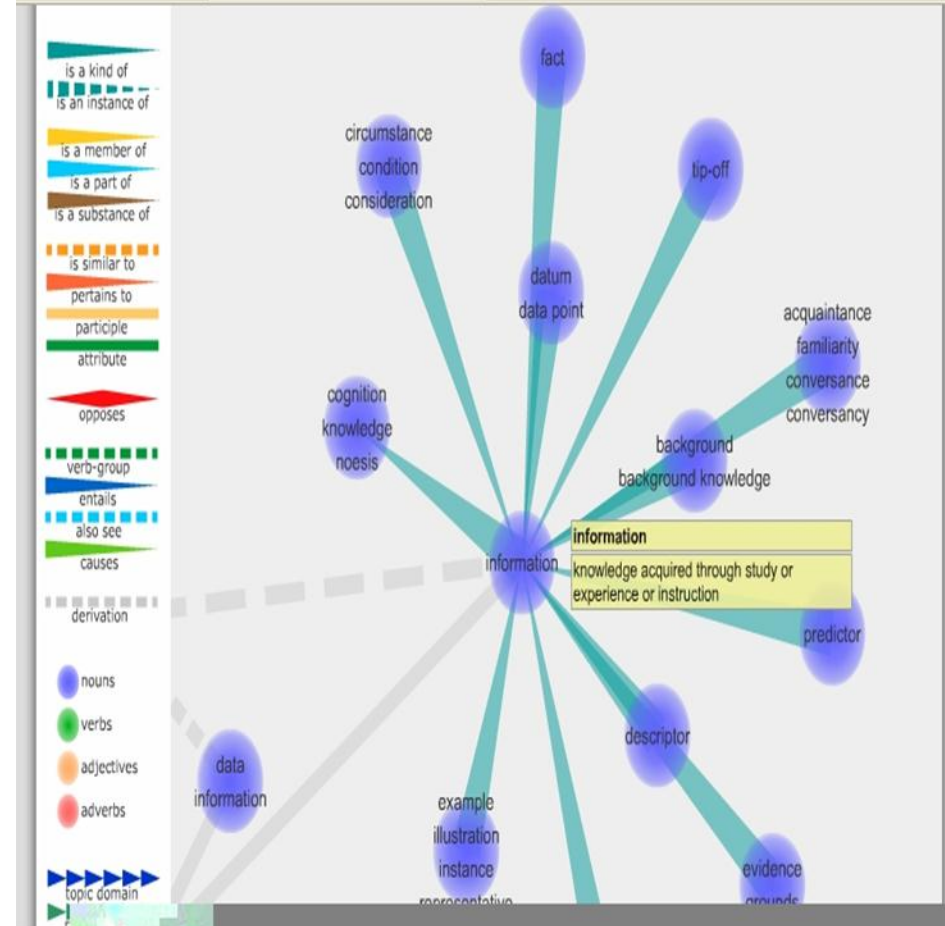
Vocabulary

- Glossary for each text type and genre
- Metalanguage
- Analysing critically language usage in texts
- Tone charts
- Words for 'said'
- Word replacements in a sentence



Vocabulary

- **Visuword:**
<http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.
- **History of the English language:**
http://www.bbc.co.uk/history/british/launch_tl_ages_english.shtml



Grammar

- Recording written work and listening for the discordance.
- Grammmies!
- Replacing adjectives with verbs



Grammar

- **Grammar Skills:**
<http://www.bbc.co.uk/skillswise/words/grammar/>
- **Grammar Ninja:**
<http://www.kwarp.com/portfolio/grammarninja.html>
- **Grammar Monster:**
<http://www.grammar-monster.com/index.html>
- **Cyber Grammar:**
<http://www.cyberggrammar.co.uk/index.php>



**“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”**

Craft: Syntax

Sentence building

- Simple sentences that are enriched by adding more layers.
- Begin with an article, subject and a verb. *The rain fell.*
- Add an **adjective** and an **adverb**. *The heavy rain fell incessantly.*
- Add **prepositional phrases**. *In the middle of the day, the heavy rain fell incessantly onto the steaming streets.*
- Add an **appositive phrase**. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets.*
- Add a **subordinate clause**. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets, as the sun rays peaked through the clouds.*
- Add a **triad of absolute phrases**. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets, as the sun's rays peaked through the clouds, sparkling in the puddles, dancing on the drenched footpaths, disappearing behind heavy clouds.*

Craft: Syntax

Image Palette: Provide a list of prepositional phrases and subordinate clauses and ask the students to select at least six to create an original description.

| Prepositional Phrases | Subordinate Clauses |
|-----------------------|------------------------------------|
| during the night | because the waves were frightening |
| on an empty beach | as he walked towards the shoreline |
| behind the sandhills | when the sun set |
| like a lost gull | although he had been warned |
| out of breath | Unless he could reach the shore |

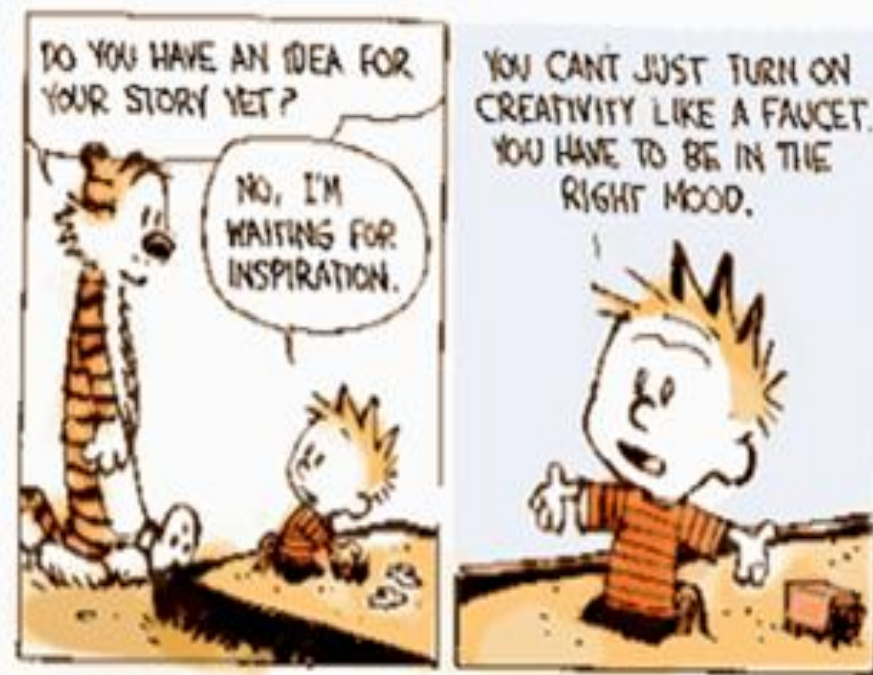
Dialogue

- **GoAnimate:**
<http://goanimate.com/>
- **Make Beliefs Comix:**
<http://www.makebeliefscomix.com/>
- **Pixton Comics:**
<http://www.pixton.com/uk/home>
- **Toondoo:**
<http://www.toondoo.com/Home.toon>
- **Superhero:**
http://superherosquad.marvel.com/create_your_own_comic
- **Xtranormal:**
<http://www.xtranormal.com/>



Refinement

- Spell check
- Practice does make perfect
- Insert comment
- Recording work and *really* listening noting the sound and the meaning
- Posting to a class wiki or blog for peer editing



Writing & ICT

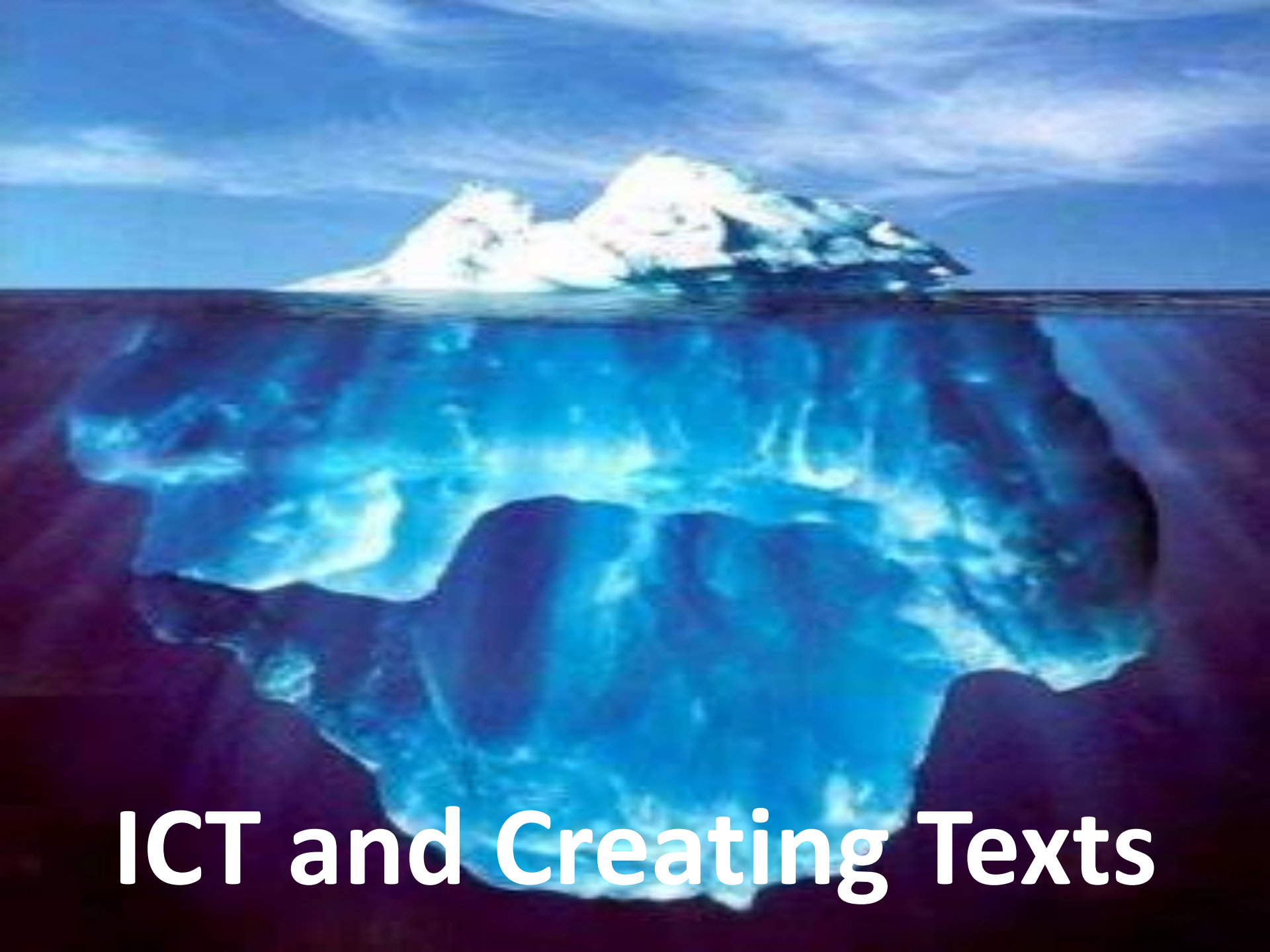


- Your [12-word life story](#)
- Is this the right metaphor that captures your experiences?
- What images would you use?
- What song or music reflects you or your experiences?



Activity

- **Enriching Writing:** Share ideas that you use to enrich the writing of your students.



ICT and Creating Texts

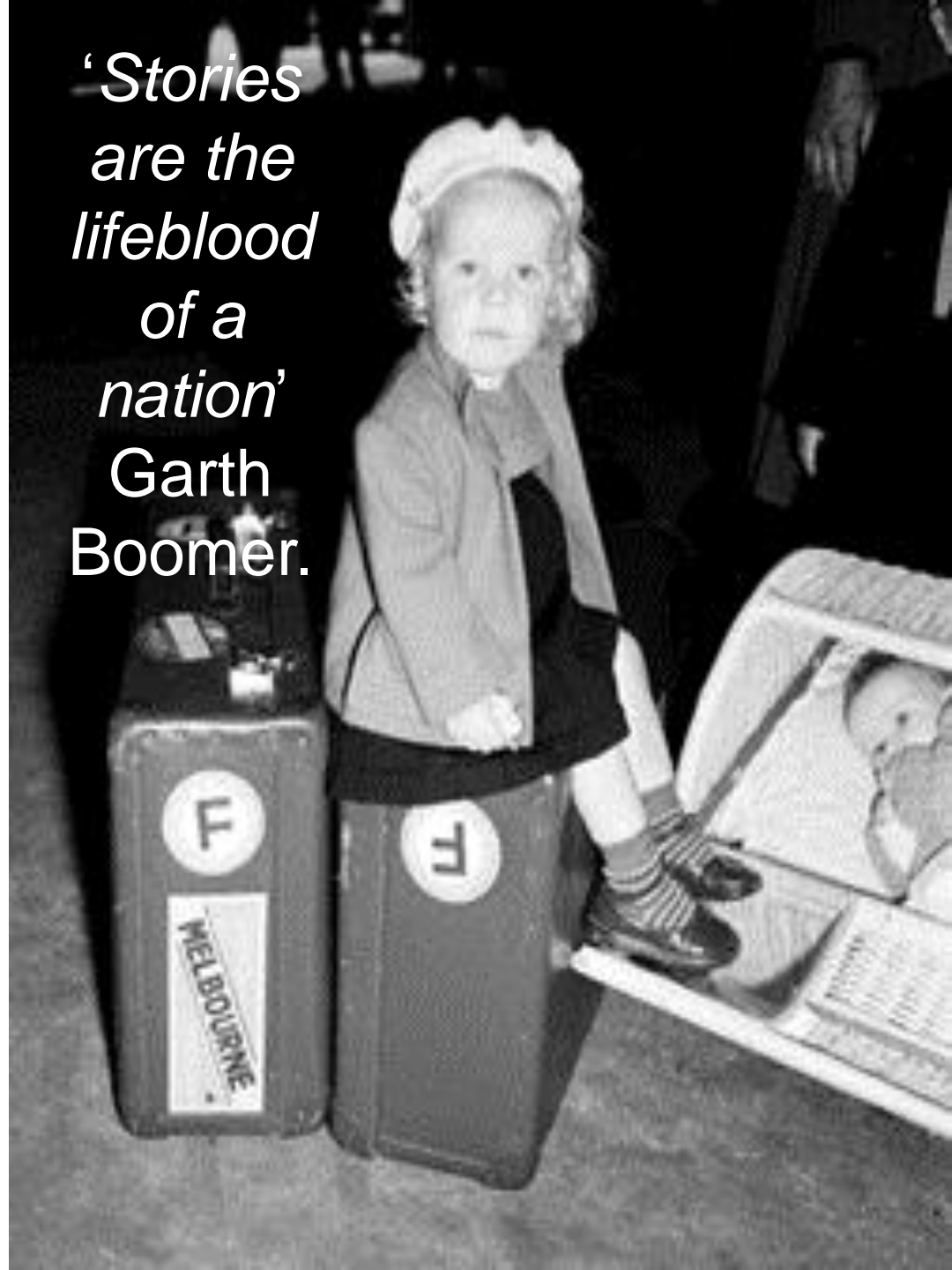
Multimodal Digital Texts

- *“Multimedia sonnets from the people”* (Daniel Meadows).
- Focus on language and visual literacy!
- Immerses students in the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditory, gestural, or spatial modes.
- *‘Multimodality captures the multifaceted and holistic nature of human expression and perception, while linguistics alone does not embrace the full richness of semiotics’* (Kress, 2000).

Digital Texts

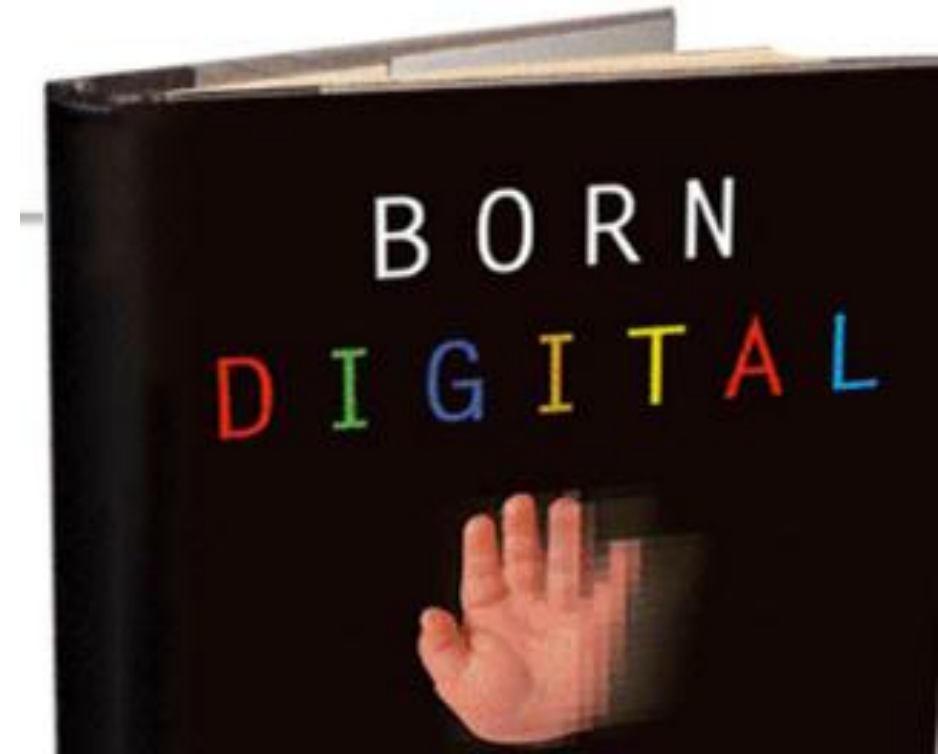
- A digital timeline:
<http://www.dipity.com/>
- [A narrative](#)
- Creative non-fiction
- E-postcards
- A character's blog or Facebook
- A persuasive podcast
- [Choose your own adventure](#)
- Alternative perspectives
- A soundscape
- A digital poem
- A travel tale: Google Earth

*'Stories
are the
lifeblood
of a
nation'*
Garth
Boomer.



The Steps

- Students create a folder
- Craft the text – word limit!
- Find or shoot the images that enhance the text or film the text.
- Record reading of text on MP3 or microphone
- Download any sounds or music or video clips
- Use Garage Band or Audacity to layer music and voiceover



The Steps

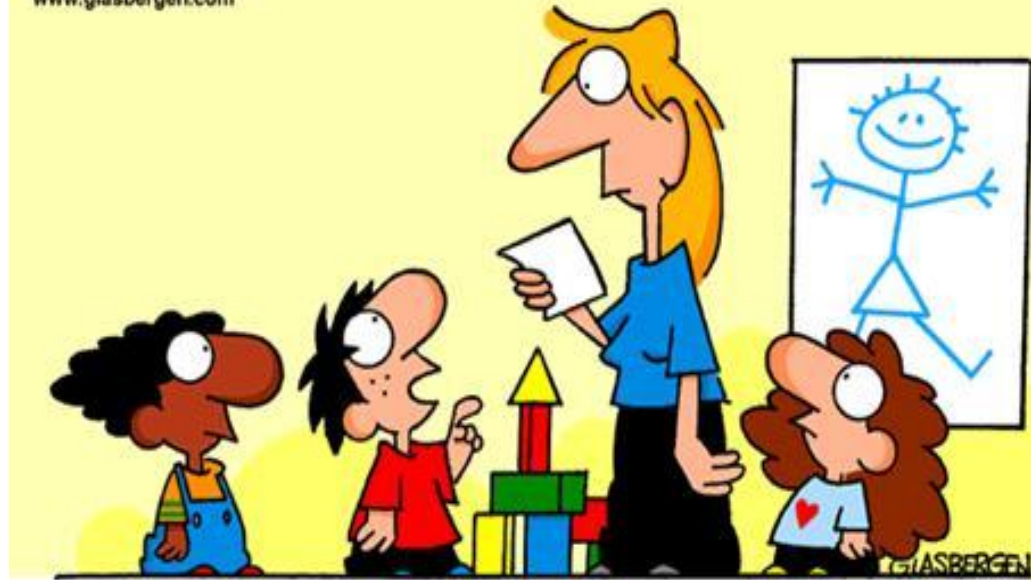
- The micro-story: 30 – 50 words
- Extreme close-up on the word and then the sentence!
- Focus on imagery and the verbs
- 25 letter alphabet
- Focus on structure: subverting the narrative structure



The Steps

- students use a storyboard to plan story, transitions and effects
- <http://celtx.com/>: easy to use free software that has outstanding storyboard models and scaffolds for students

© 1999 Randy Glasbergen.
www.glasbergen.com



"My name was David, but that sounded old fashioned. So I shortened it to DVD!"



"Mommy, can I go to Timmy's website and play?"

The Steps

- Students can use any of the following:
 - Moviemaker
 - Final Cut Pro
 - Photostory
 - Adobe Premiere
 - Power Point
 - Word
 - Blogs or wikis



Digital Text Sites

- <http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml>
- <http://www.digi-tales.org/>
- <http://lightningbug.com.au/index.htm>
- <http://www.photobus.co.uk/index.php?id=2>
- <http://www.changinglives.com.au/2008/04/abrar-autumn-and-i.html>
- <http://www.dipity.com/> - Digital timeline

Digital Texts

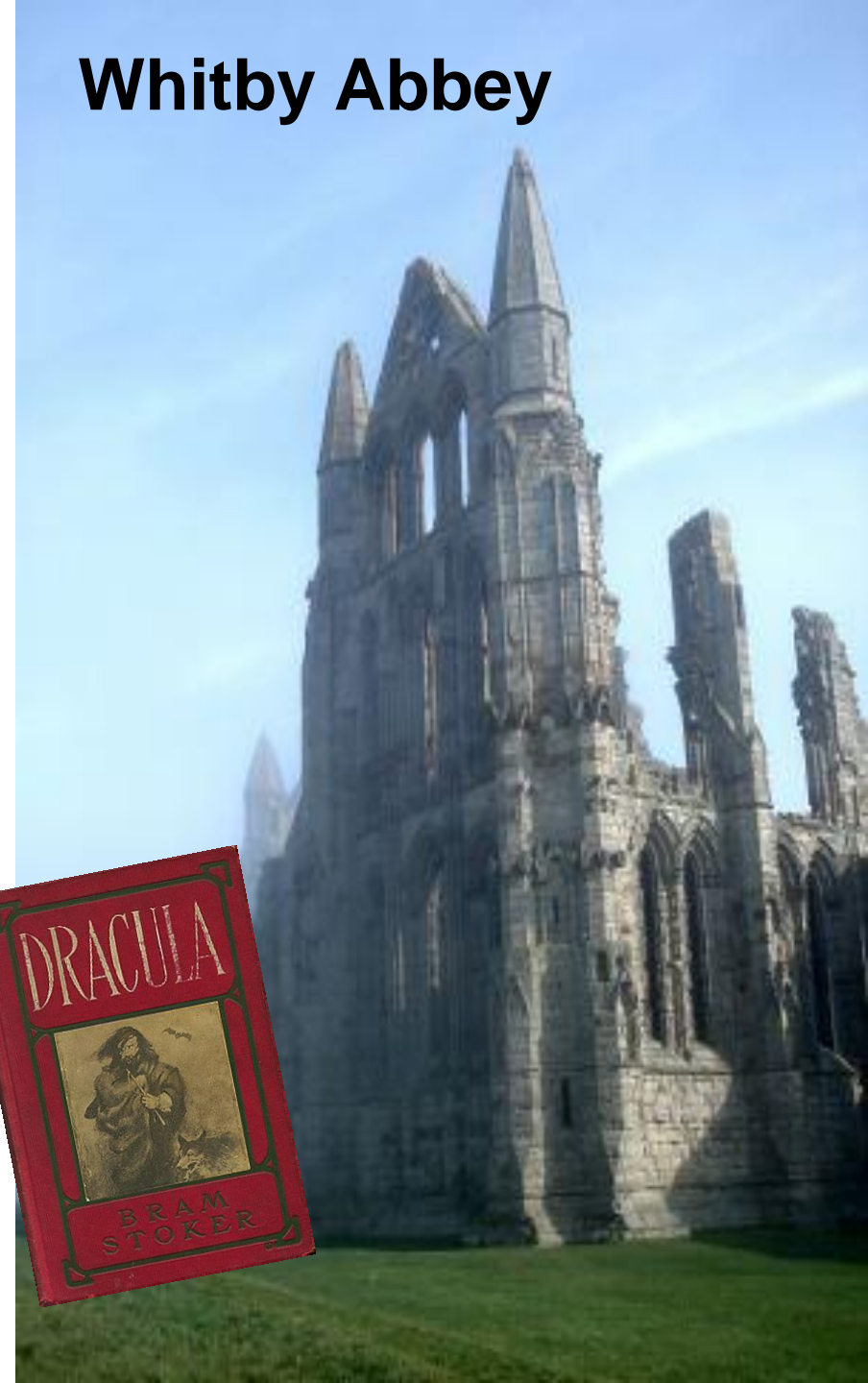
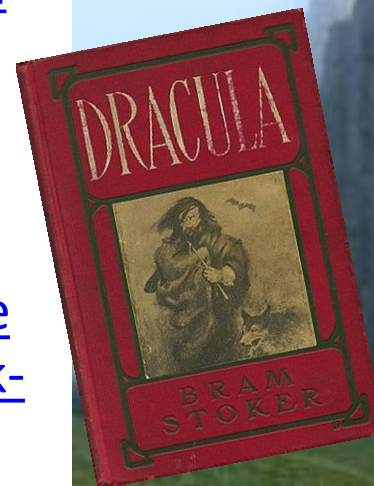
- **Museum Box:**
<http://museumbox.e2bn.org/>
- <http://wiki.secondlife.com/wiki/Machinima>
- **Newspapers:**
<http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm>
- **Magazines:**
<http://bighugelabs.com/magazine.php>



Digital Texts

- **Google Lit Trip:** Create a unique Lit Trip for an original story, play or poem - <http://www.googlelittrips.org/>
- **Play/Film script:** <http://celtx.com/>
- **Celestia:** students explore the universe in three dimensions - travel throughout the solar system to any of over 100,000 stars... <http://www.shatters.net/celestia/>
- **Fakebook:** <http://classtools.net/fb/home/page>
- **Book Trailers:** <http://www.brainpickings.org/index.php/2011/04/29/7-brilliant-book-trailers/>

Whitby Abbey



Writing & ICT



- A digital 12-word life story
- What images would you use?
- What song or music reflects you or your experiences?
- What transitions will you use to symbolically reflect your life?



QR Texts

- A *QR code* (abbreviated from Quick Response code) is a type of matrix barcode or two-dimensional code - <http://qrcode.kaywa.com/>
- Stories that continue each week around the school.
- Alternative endings





- Using writers to model effective writing: Extracts from novels:
<http://www.randomhouse.co.uk/vintage/offthepage/extracts.htm>
- Twitter texts
- Mind maps to plan for a narrative: Inspiration or Kidspiration
(<http://www.inspiration.com/>);
Webspiration:
<http://www.mywebspiration.com/> ; Freemind:
<http://freemind.sourceforge.net/wiki/index.php/Download>



Narrative Ideas

- **Flashback:** Start at the end and show what has led to this moment. Get the students to begin a narrative with the conclusion and write backwards.
- **Multiple Perspectives:** A hyperlinked story told through two or more characters. Get the students to write in pairs writing as the same character but with an altered perspective, such as a hero transformed into a villain.
- **Multiple Narratives:** Different stories connected by a motif, such as a door or a key. The students could work in groups of three. Each student could write in a different time period but their stories are connected by a hyperlink through the motif.


Narrative Ideas

- **Pastiche:** Include a range of text forms such as: a narrative, newspaper clippings, a text message or MySpace posting. Scavenger Hunt on the net: students have 10 minutes to find on the internet unrelated items such as: a headline, an image, a blog posting and an advertisement.
- **Fakebook:** The students tell an individual's story through Fakebook:
<http://classtools.net/fb/home/page>
- <http://storybird.com/>: Create online stories

Characterisation

- Avatars
- Images from the net
- <http://www.befunky.com/>
- Newspaper Headlines
- Movie clips from YouTube
- **Diary Entries:**
<http://penzu.com/>





"Go! Go! Go!"

We surge as a single might, like a vast wave crashing and consuming the jagged rocks in our path.

We burst into the shattered remains of the building with sharp blasts of our guns, and rapid fire commands.

Heaving forward, our unit seeks to quench a relentless thirst and soothe parched mouth and throat from the bitter taste of the enemy.



The force of our tidal current exhumes all in its wake,
and I batter down the final door to this humble habitat
of a once-sparse existence.

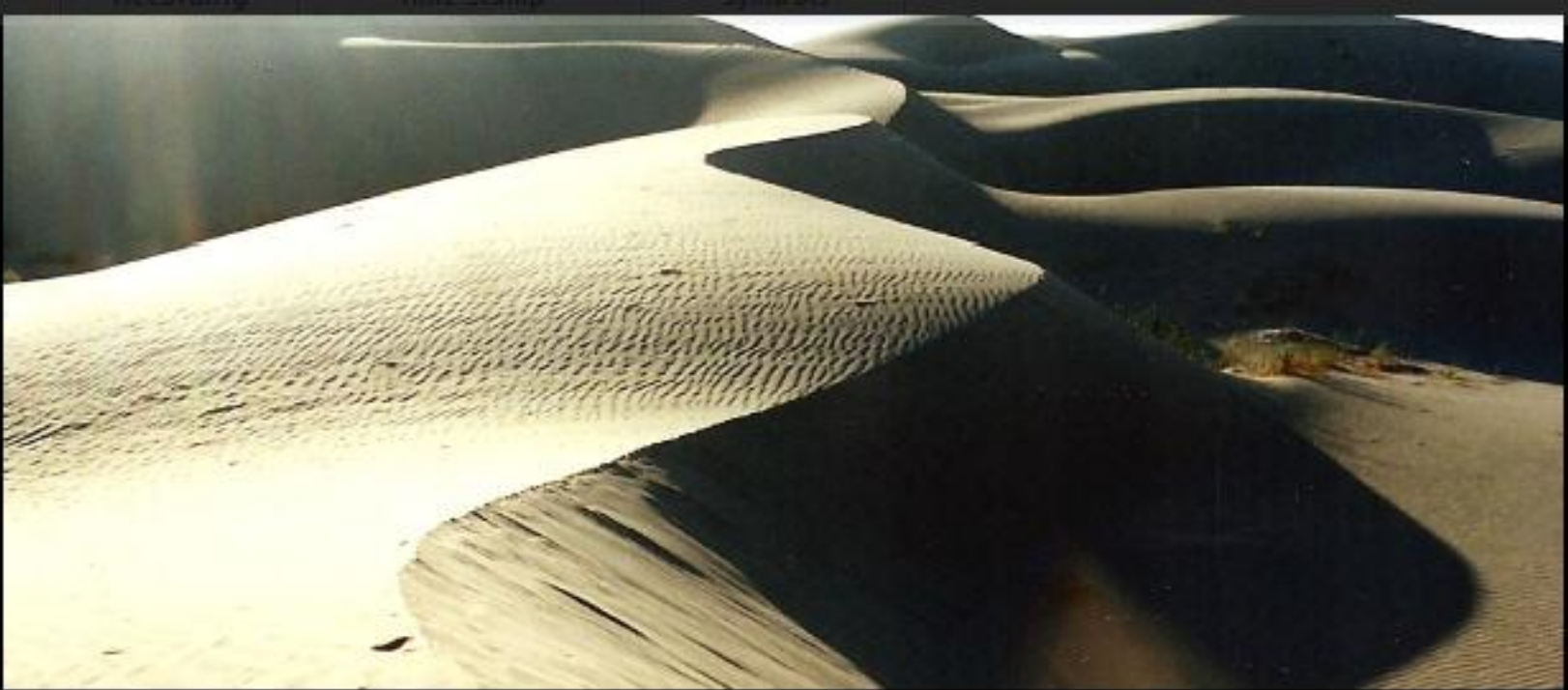
I gasp for precious breath as the drowning sound of
silence pulls me deeper into it's airless void.

My eyelids blink, a camera's shutter, intent on
capturing various angles of the scene, reporting details
to a brain too young and unprepared to absorb the
horrific content of the news.

Stark reality slowly seeps into the crevices of my
mind...

Awash in blood and gore before me, the disfigured
remains of a young family.

Reduced to mere detritus spewed out in the wake of
our flawed and futile mission.



I surface to find I am cast adrift. With newborn ears, I hear the cold and callous chatter of voices indifferent and unmoved by the carnage.

Dazed, I drift away from their mocking brutality, leaving them to scavenge through the meager belongings of a family devoured by man's cruel nature.

I'm just a boy.

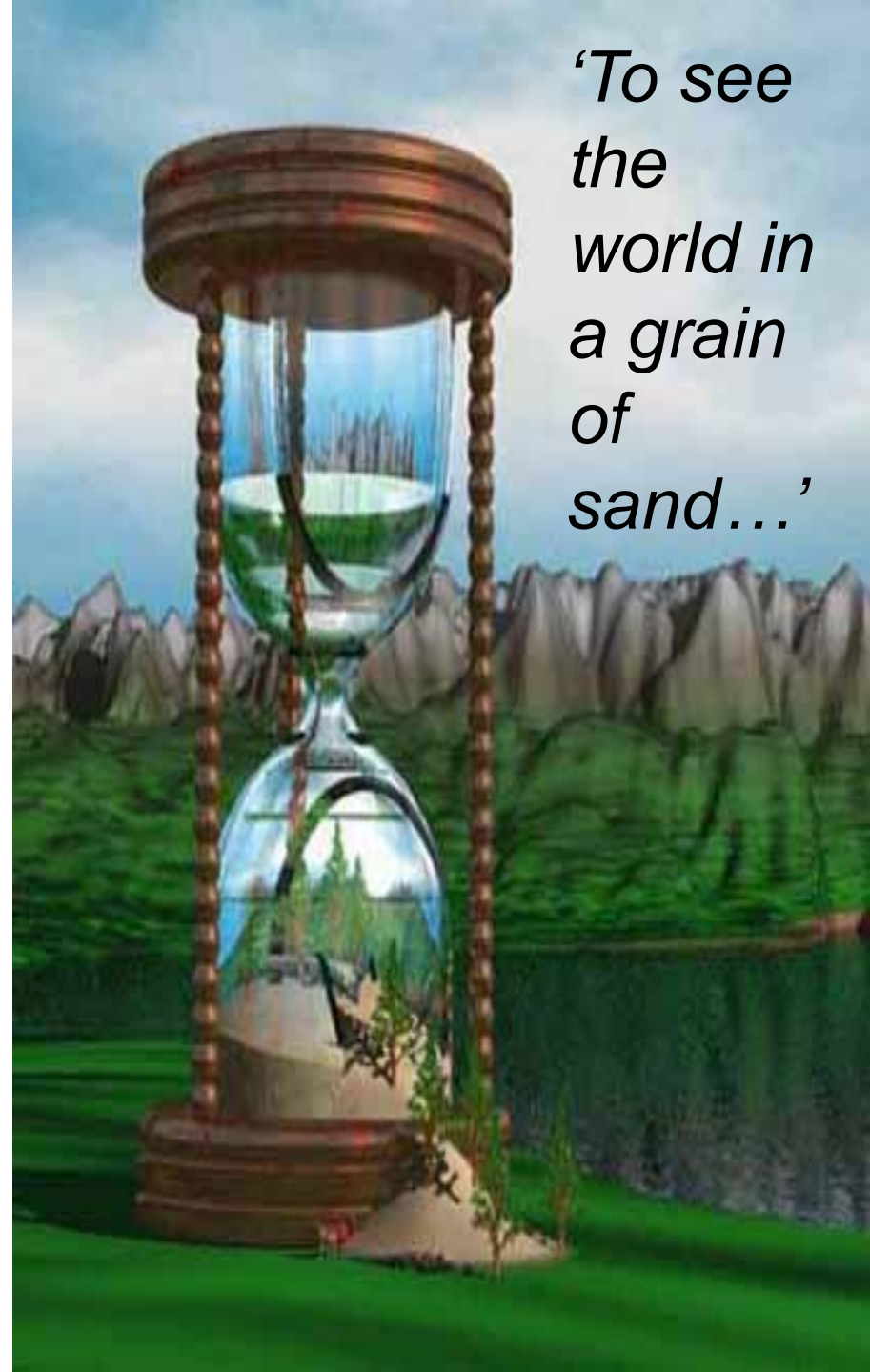
A warm zephyr gently embraces me, whispering promises to carry me home, to carry me back into the safe arms of my childhood innocence.

I willingly accept the offer, and float away into night.

Poetry

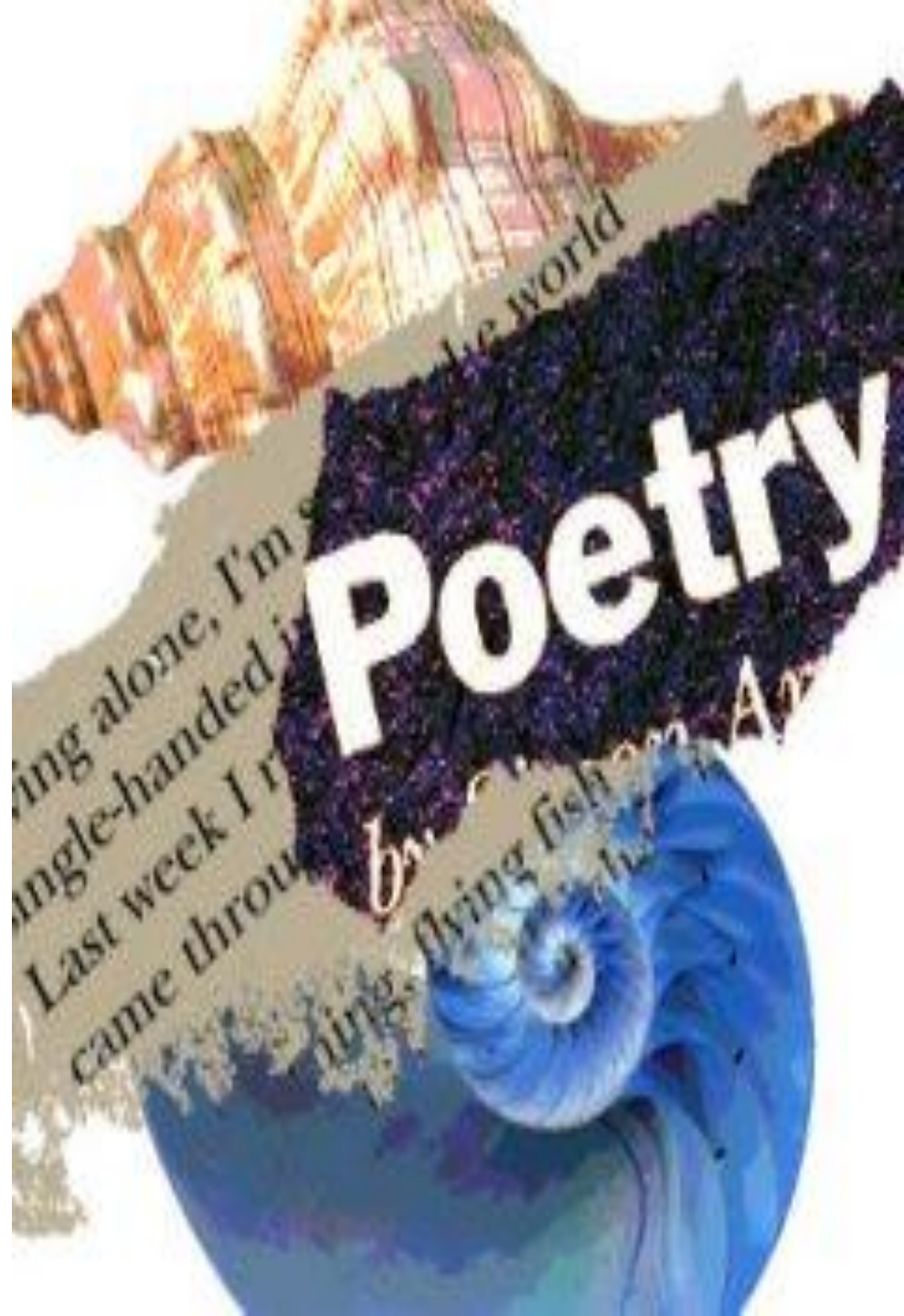
- *'The writing and representation of poems allow students to express their feelings and thoughts imaginatively and to experiment with language.'*
- Distillation of language focuses students on the craft of writing!
- Sound and rhythm of words demand attention
- Haiku
- Found poems

*'To see
the
world in
a grain
of
sand...'*



Poetry

- Found poems created in word – *'paw through popular culture like sculptors on trash heaps'*
- Digital poems with images
- Podcast poets
- **Instant poetry:**
<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>:
students can create poetry at this site.



Poetry

- <http://www.abc.net.au/rn/poetica/features/pod/> or <http://www.poetryarchive.org/poetryarchive/home.do>: Poets reading
- **Sonnet Central:**
<http://www.sonnets.org/> - access to hundreds of sonnets and recordings too inspire writing.
- **Readings of Shakespeare's Sonnets:**
http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.html
- <http://www.poetryfoundation.org/>



Haiku Competition



*Death crawls on the shore
A million eyes freeze, time
stops*

A thousand white cranes

*Tsunami brings death
A mother cradles dead
child*

Rising sun brings light.

*Golden sun retreats
Superpower sent crashing
End of an era.*

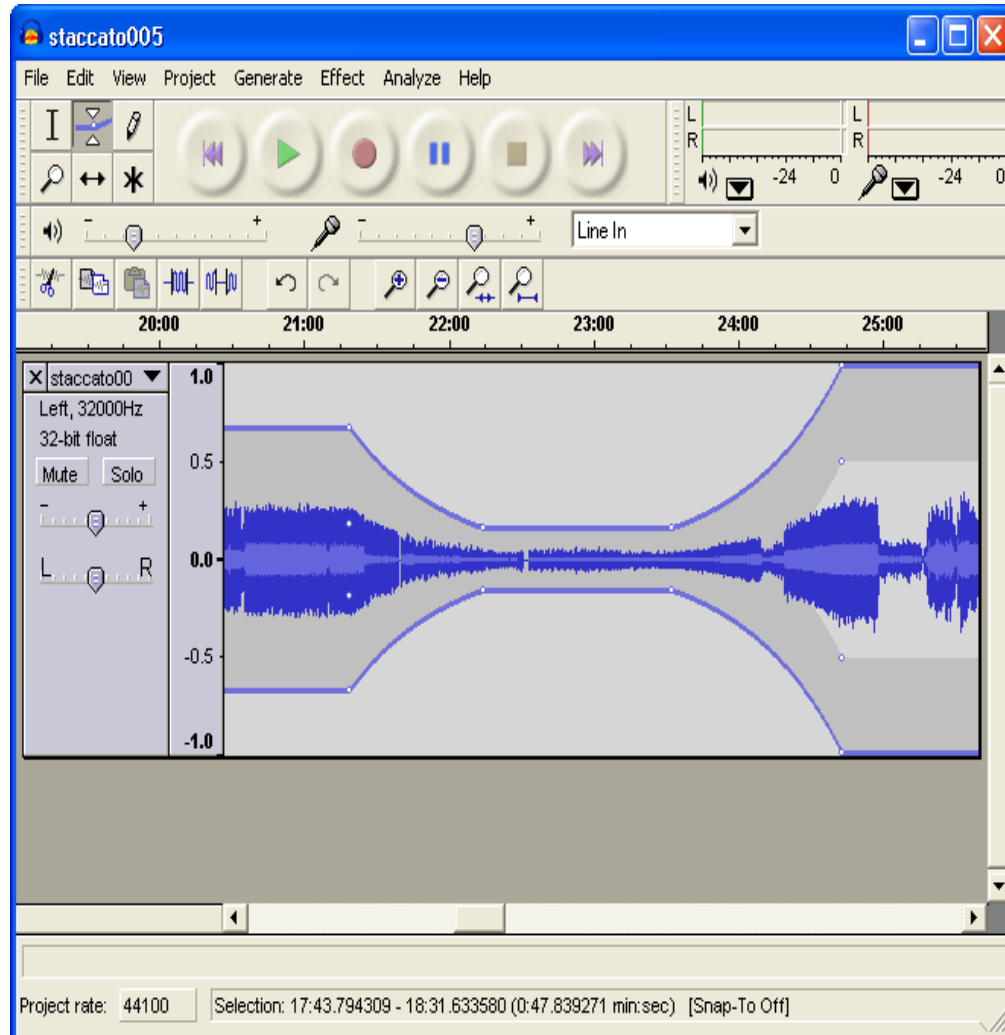
*Among the fallen
Lay silent all their children
The rising sun sets.*

*Waves crash through my
home
Chaos and fear around me
Where is my brother?*

*Tsunami sweeps swift
Inland, shattered hearts
lose hope
Only to emerge*

Speeches

- Podcasts: <http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>
- Oral tales
- Interviews
- Speeches
- Advertisements
- Performance poetry
- Raps
- News/Weather presentations



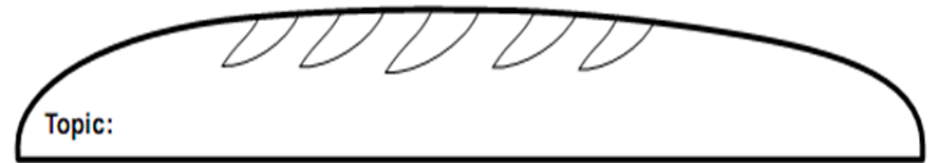
Exposition

- What? Where? When? Why? How?
- Graphic organisers
- Persuasion 101:
<http://prezi.com/62290/>: An introduction to persuasion
- Persuasion map:
<http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf>
- Online persuasion map:
http://www.readwritethink.org/files/resources/interactives/persuasion_map/
- Essay Map:
<http://www.readwritethink.org/materials/essaymap/>

Name _____ Date _____

Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.



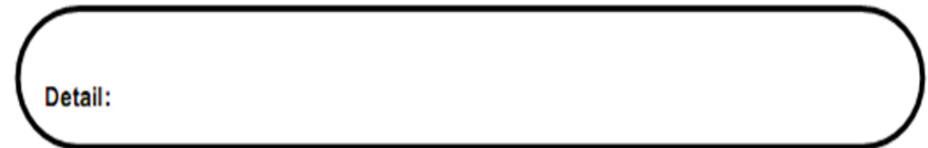
Topic:



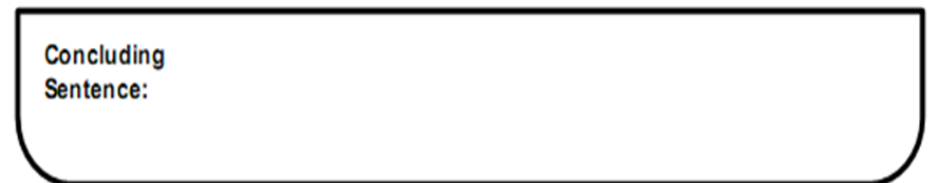
Detail:



Detail:



Detail:



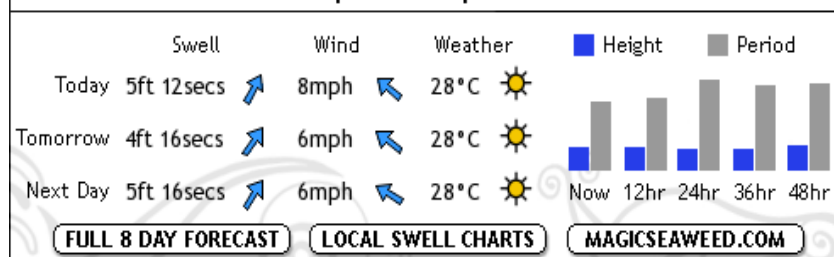
Concluding Sentence:

Exposition

- 60 second presentation on a burning issue or 20-word blog post
- **Websites such as:**
 - Surfaid:
<http://schools.surfaidinternational.org/>
 - Rhetoric:
<http://www.putlearningfirst.com/language/20rhet/20rhet.html>
 - Amnesty International:
<http://www.amnesty.org.au/refugees/>
 - Protest poetry and songs:
http://www.ppu.org.uk/learn/poetry/poetry_against.html



Uluwatu Surf Forecast - 2pm 29th Apr CIT



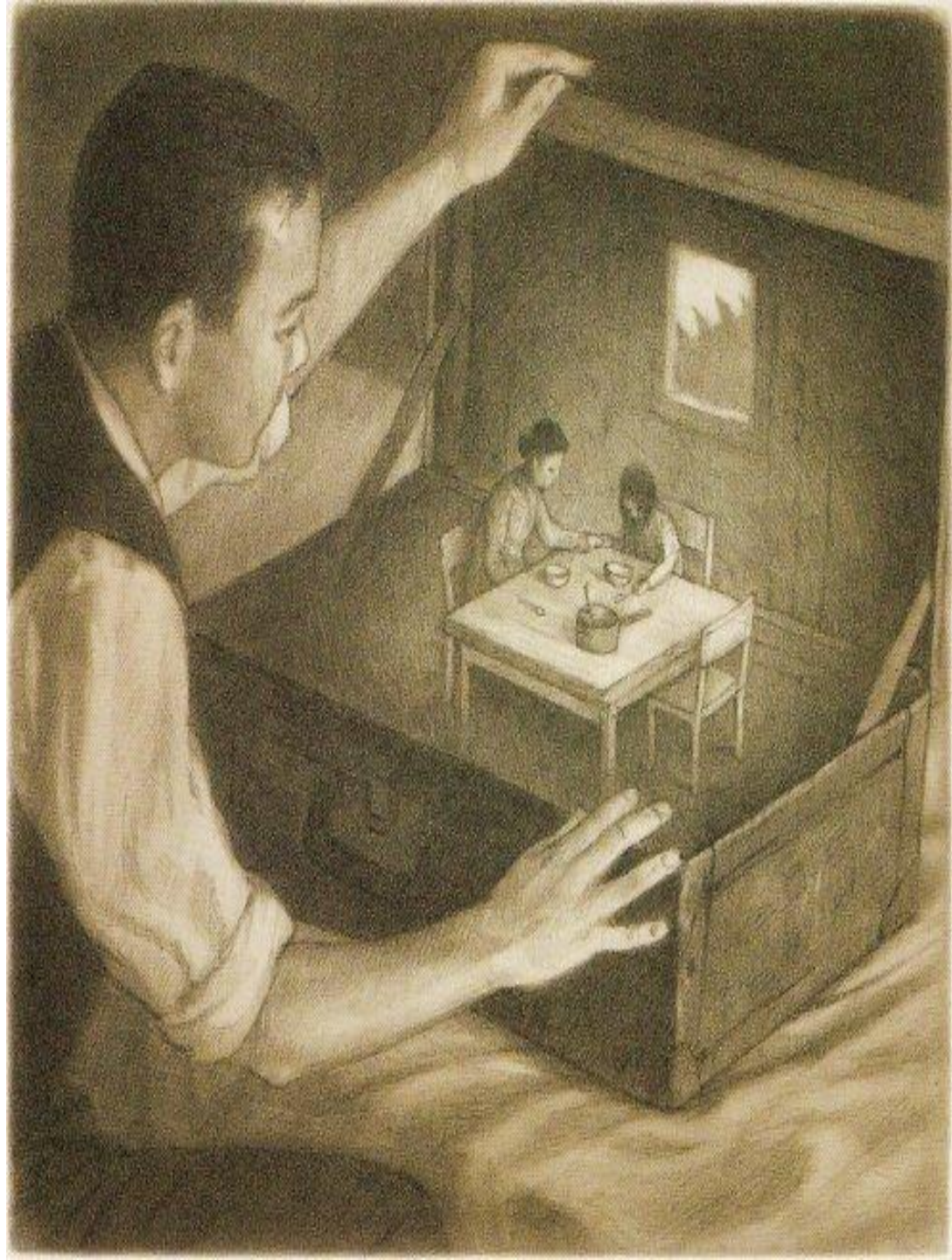
Personal Recounts

- The basic recount consists of three parts:
 - the setting or orientation - background information answering *who? what? when? where? why? how?*
 - events are identified and described in chronological order.
 - concluding comments express a personal opinion regarding the events described
- Temporal conjunctions:
- Past Tense
- Personal pronouns



Personal Recounts

- *'The writing and representation of personal recounts allow students to retell and reflect on their experiences and past events.'*
- Authenticity
- Voice
- Celebrating heritage and culture



Strategies

- Factual recounts: On the spot school reporter for class newspaper or blog.
- Recording memories
- Journal writing every day in a personal blog
- Kaleidoscope of impressions
- Word bank and clines



Creative Non-Fiction

- Weaves the writer's experience with the information of the text: memoirs – writer part of the story
- Build on personal recount to include dialogue and events that happened at the time.
- Faction: Taking an historical event and creating a narrative that has footnotes. Could be a digi-text with original photographs and footage from YouTube.
- Autobiography of the not so famous!
- Blogs
- Feature articles
- Documentaries
- Alice Pung – *An Unpolished Gem*
- *The Hare with Amber Eyes*

"Alice Pung is a gem. Her voice is the real thing." —AMY TAN



Alice Pung *Unpolished Gem*

"An ordinary life examined closely reveals itself to be exquisite and complicated and exceptional, somehow managing to be both heroic and plain." -- Susan Orlean in The Bullfighter Checks Her Makeup



Strategies

- Interviewing family members
- Family photographs
- Special object such as a teddy bear, trophy, etc.



Media

- Infographics are regular features in most mainstream media.
- New York Times website <http://nytimes.com>
- <http://learning.blogs.nytimes.com/2010/08/23/teaching-with-infographics-places-to-start/>
- <http://good.is/> : a site that makes regular use of infographics—runs contests for student



Shakespeare

- <http://shakespeare.palomar.edu/educational.htm>
- <http://www.folger.edu/eduLesPlanArch.cfm>
- Readings of Shakespeare's Sonnets:
http://town.hall.org/Archives/radio/MS/HarperAudio/020994_harp_ITH.html
- <http://www.shakespeares-globe.org/>
- Virtual Tour of the Globe:
http://aspirations.english.cam.ac.uk/converse/enrich/globe_picker.html
- <http://virtualmacbeth.wikispaces.com/>:
<http://www.youtube.com/watch?v=8QNxe2gePEQ>



Importance of Feed-forward

- *“An expert teacher, mentor or coach can readily explain, demonstrate and detect flaws in performance. He or she can also identify talent and potential, and build on these. In contrast, trial and error learning or poor teaching are less effective and take longer. If performance flaws are not detected and corrected, these can become ingrained and will be much harder to eradicate later. Learners who don’t receive instruction, encouragement and correction can become disillusioned and quit due to lack of progress” (Dinham, Feedback on Feedback, 2008).*

Effective Feed-forward

- Precise
- Strategic
- Timely
- Frequent (Holmes & Papageourgiou, 2009)
- Encourages students to make the difference and do resubmits
- ‘Insert word’



The Power of Feedback in School Settings

John Hattie (2003)

Feedback directed to the 'self'
(e.g.: "You are a great student").
'Rarely does it enhance
achievement or learning'.

Increases the
ability to
accommodate
feedback and
create internal
feedback...

Level 3: Self-regulation

Relates to greater skill in self
evaluation/self regulation

Feedback at this
process level
appears to be
more effective
than at the task
level for enhancing
deeper learning'

Level 2: Process

Aimed at the processes used to create
the product/task

'Having correct
information is a
pedestal on
which processing
and self-
regulation can be
effectively built.'

Level 1: Task

'corrective feedback'
information focussed

Pedestal of
feedback

Most feedback
remains task
focused

Peer Assessment

- *“When students are more active participants in the whole process, then feedback is likely to be most useful to students’ learning” (Hattie & Timperley, 2007).*
- *“When students get to see other students’ work it deepens understanding of the learning goals” (Nicol, 2008)*



*‘When learning something challenging we don’t always get it right the first time. **Errors are inevitable.** Indeed they are helpful; learning is a **trial and error process**, with success achieved by recognising errors and correcting them to obtain a closer approximation to the final goal. Students should not be crippled by errors, instead they must take **responsibility** for correction’ (Petty, 2009).*

Journey to Self & Peer assessment

- Encourage peer discussion about what constitutes effective use of language.
- Edmodo: <http://edmodo.com>
- Google Docs: <http://google.com/educators/tools.html>
- Invite diagnostic peer and self assessment by using a rubric and marking scheme that has been clearly explained to the students.
- Pairing and sharing
- Require students to design the marking criteria.
- Blogs and wikis



The short story 'War' attempts to provoke the reader into exploring the devastating widespread, and often unseen, consequences of war and violence. Emotionally, I hope the reader can briefly walk in the uncomfortable boots of a young soldier, who must confront moral dilemmas and suffer psychological trauma. The speaker is perpetually out of his depth, as he is situated in an environment that is unknown, uncertain, and has no previous experience to draw from. We can imagine the confusion and overwhelming sensory overload when we are out of our normal routines and culture, and must navigate new sounds, sights, smells, and tastes foreign to our own. The use of emotive language, imagery, and figurative language techniques are used to tap into similar feelings and emotions during the protagonist's constant struggle with his surroundings and state of mind.

The story, War, opens with the soldier and his unit battling to overcome the harsh environment that pose a risk to their physical health. Nature's extremes are personified. 'ferocious wave of sand and smoke' and a 'voracious beast of destruction' are two early examples of the extended metaphor, attributing animal characteristics to natural events. The relationship between two contrasting environments also acts as a motif of the ocean, recurring throughout the course of the story. Sibilance used is intended to make the reader feel discomfort, mirroring the state of the speaker. As with water, the "wave" sucks the lungs empty and then floods them with their matter – a sense of drowning, that hopefully the reader can relate to at



*Programming for English
with ICT*

Programming with ICT

- **Topic:** Through my Window: Writing about my world
- **Concept:** Inspiration: How drawing upon your world and your experiences leads to the development of effective and engaging writing.
- **Key Question:** How do I use my place and my experiences to create narrative writing that enables others to see and imagine my world?
- **Key Ideas:**
 1. How effective writers are inspired by the world around them.
 2. The power of imagery and figurative devices in writing to engage and move the reader – “Words are like ants...nothing can penetrate into the cracks and gaps of life as thoroughly or as fast as words can” (Orhan Pamuk).
 3. How the structure of a narrative can enhance the quality of a narrative.
 4. The importance of self and peer editing.

Programming with ICT

- **Lesson activities and Assessment *for* Learning:**
 - students taking photographs and video clips of their world
 - Stimuli: Images, extracts, poetry and film clips
 - Visuword to improve vocabulary
 - Grammar activities on verbs, adjectives and syntax.
Homework: Grammar Monster
 - **A4L:**
 - ❖ Class wiki or blog to share haikus, flash fiction and sentences of the day.
 - ❖ Online comic to practise dialogue and writing.
 - ❖ Drafts uploaded to class wiki or blog for peer feedback.

Programming with ICT

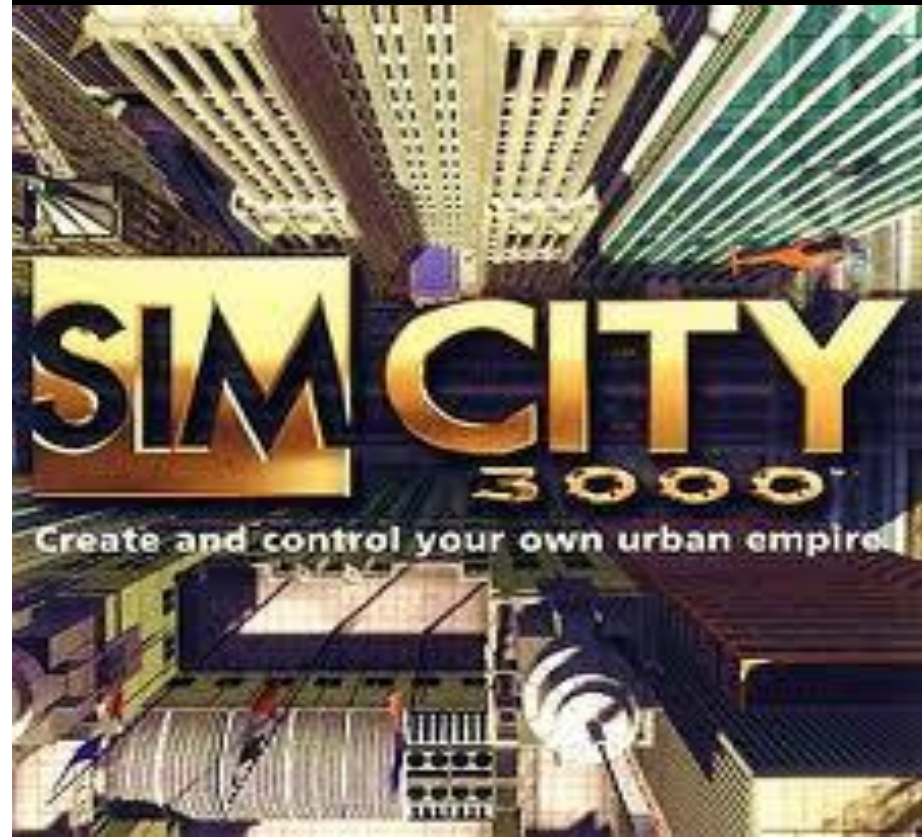
- **Assessment Task:** Digital narrative 'Through my Window' using any medium of production, such as:
 - Flash animation
 - Computer game
 - Cartoon
 - Power point
 - Slide show or Short film
 - Prezi
 - Glogster
 - Podcast
 - Use your imagination!

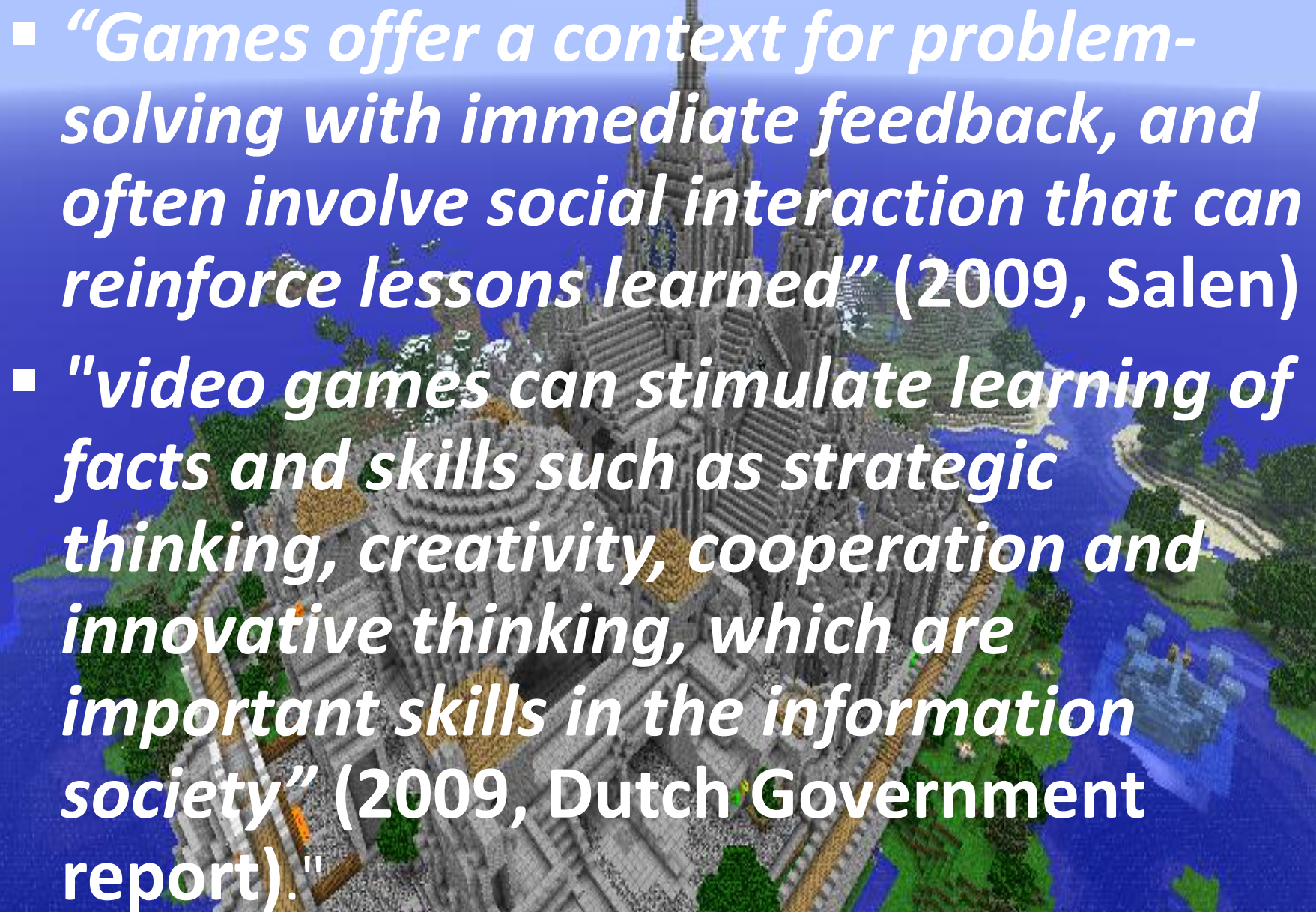
Activity

- **Writing Lesson:** Design in a group an innovative lesson using technology to improve writing.

Exciting Opportunities

- iPhones
- Gaming: *Sim City*, *Second Life*, [*Mine Craft*](#)
- **Visual Search Engine:**
<http://www.yometa.com/>
- iPads:
<http://www.eschoolnews.com/2011/01/07/10-of-the-best-apps-for-education/> and
<http://www.technologybitsbyt.esnibbles.info/archives/4707>
- <http://unswict.wikispaces.com/>



- 
- *"Games offer a context for problem-solving with immediate feedback, and often involve social interaction that can reinforce lessons learned"* (2009, Salen)
 - *"video games can stimulate learning of facts and skills such as strategic thinking, creativity, cooperation and innovative thinking, which are important skills in the information society"* (2009, Dutch Government report)."

Yr 8 Task

- Develop a low energy city
- Cross-KLA
- Pre and post survey
- One week
- MineCraft
- Teams of three
- Flip Learning



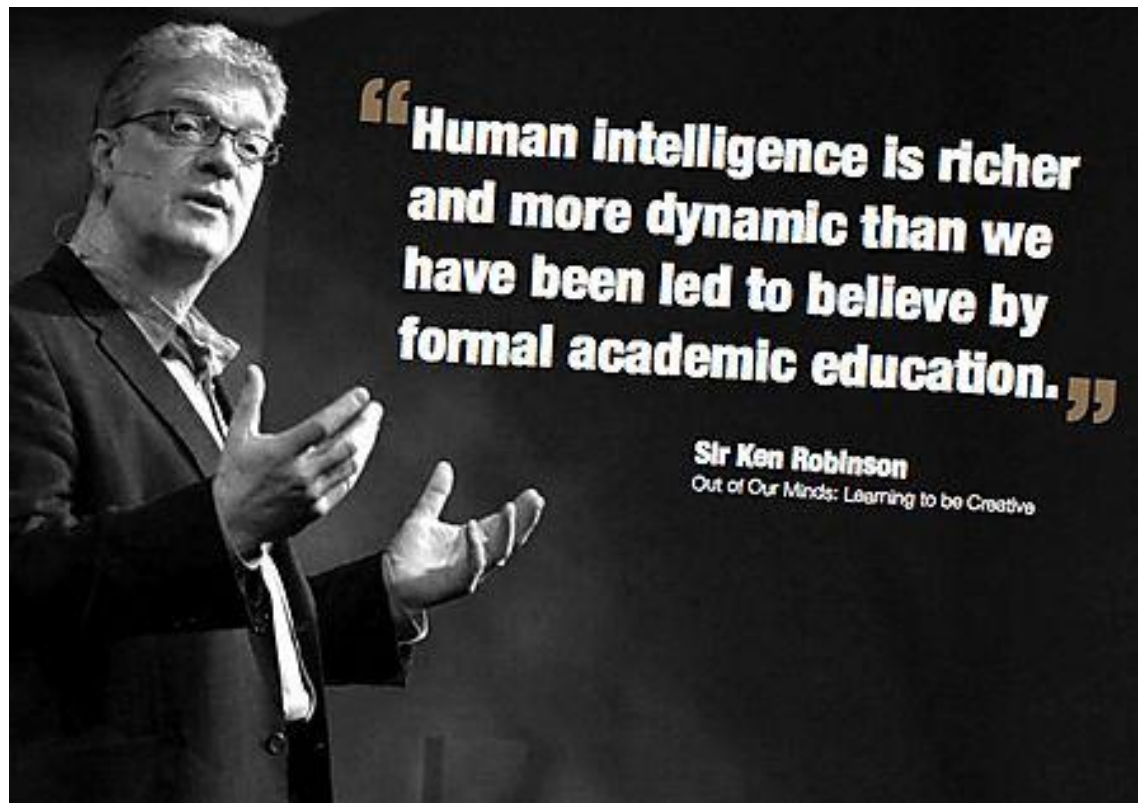


Sites to Visit

- <http://gamesined.wikispaces.com/>
- <http://q2l.org/>
- <http://slav.global2.vic.edu.au/category/gaming/>
- <http://www.theday.co.uk/technology/gamification-can-videogames-change-the-world>
- http://www.ted.com/talks/seth_priebatsch_the_game_layer_on_top_of_the_world.html
- http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html
- <http://www.timrylands.com/html/inspire.html>
- <http://novemberlearning.com/team/alan-november/>

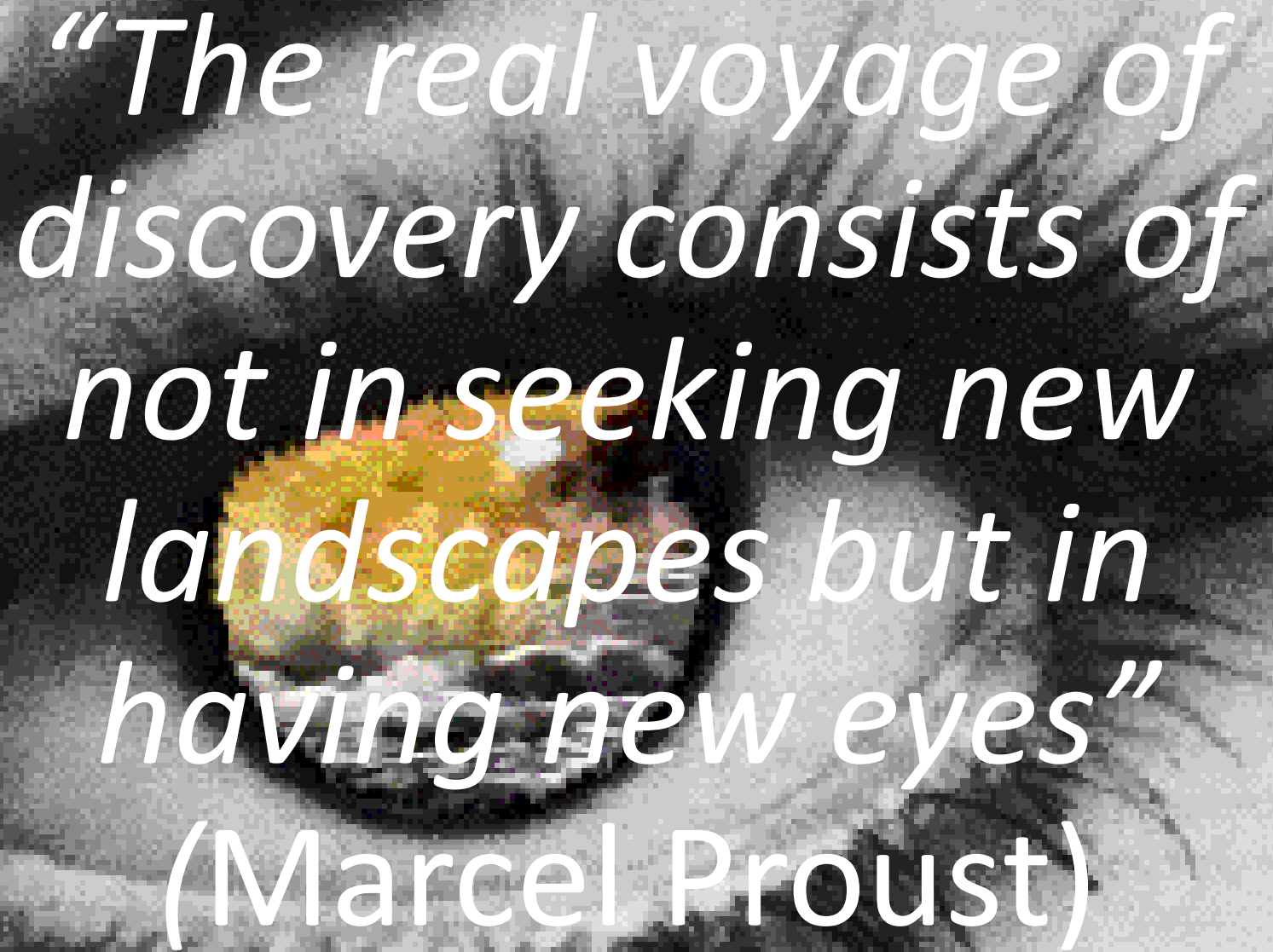
Flip Learning

- <http://www.youtube.com/watch?v=2H4RkudFzlc>
- http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html



The background of the slide is a photograph of a sunset or sunrise. The sky is filled with vibrant orange and yellow clouds. In the foreground, there is a body of water reflecting the light, and a fence with several vertical posts is visible. The overall scene is serene and colorful.

[http://unswi
ct.wikispace
s.com/](http://unswi
ct.wikispace
s.com/)



*“The real voyage of
discovery consists of
not in seeking new
landscapes but in
having new eyes”
(Marcel Proust)*